

Childhood Education

**COMMUNITY ASSOCIATES
AND THE
DEMOCRATIC CHARACTER**

November 1947

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

THE BOARD OF EDITORS OF CHILDHOOD EDUCATION

LAURA ZIEBES, Chairman
Professor of Education
Ohio State University
Columbus 10, Ohio

FRANCES MAYFARTH, Editor
1201 16th Street, Northwest
Washington 6, D. C.

CONTRIBUTING EDITORS

ETHEL J. ALPENFELS
Professor of Anthropology
New York University
New York, New York

MARTHA ELIOT
Associate Chief,
U. S. Children's Bureau
Washington, D. C.

WILLIAM H. KELPATRICK
Professor Emeritus of Education
Teachers College
Columbia University
New York, New York

MABEL F. ALTSTETTER
Associate Professor of English
Miami University
Oxford, Ohio

L. THOMAS HOPKINS
Professor of Education
Teachers College
Columbia University
New York, New York

ALTA MILLER
Supervisor, Elementary Schools
Midvale, Utah

EDNA DEAN BAKER
President, National College
of Education
Evanston, Illinois

EUGENIA HUNTER
Assistant Professor
of Education
Woman's College
University of North Carolina
Greensboro, North Carolina

ELIZABETH NETERER
Principal, Hawthorne School
Seattle, Washington

ADELAIDE CASE
Professor of Christian Education
Episcopal Theological Seminary
Cambridge, Massachusetts

JAMES L. HYMES, JR.
Professor of Education
State Teachers College
New Paltz, New York

WILLARD C. OLSON
Professor of Education
University of Michigan
Ann Arbor, Michigan

GLADYS L. CHANDLER
Principal, Washington
Elementary School
Culver City, California

ELOISE C. KEEBLER
Acting Supervisor
Board of Education
Fulton County
Atlanta, Georgia

HAROLD SHANE
Superintendent of Schools
Winnetka, Illinois

W. T. EDWARDS
Professor of Education
Florida State University
Tallahassee, Florida

REVIEW EDITORS

BULLETINS AND PAMPHLETS
MURIEL CROSBY
Associate Director
Educational Research Services
Silver Burdett Company
New York, New York

BOOKS FOR TEACHERS
BEATRICE HURLEY
Assistant Professor of Education
New York University
New York, New York

RESEARCH ABSTRACTS
ELIZABETH MACHEM FULLER
Associate Professor
Institute of Child Welfare
College of Education
University of Minnesota
Minneapolis, Minnesota

BOOKS FOR CHILDREN
DOROTHY KAY CADWALLADER
Principal, Robbins School
Trenton, New Jersey

A. C. E. EXECUTIVE BOARD

WINIFRED E. BAIN, President
Wheelock College
Boston, Massachusetts

BERNICE BAXTER, Vice-President
Representing Primary
Board of Education
Oakland, California

DOROTHY KOEHRING, Secretary-Treasurer
Iowa State Teachers College
Cedar Falls, Iowa

MYRA WOODRUFF, Vice-President
Representing Nursery School
State Education Building
Albany, New York

MERLE GRAY, Vice-President
Representing Intermediate
Board of Education
Hammond, Indiana

MARY E. LEEFER, Executive Secretary
1201 16th Street, Northwest
Washington 6, D. C.

NEITH HEADLEY, Vice-President
Representing Kindergarten
University of Minnesota
Minneapolis, Minnesota

BETTY KLEMER, Associate Executive Secretary
1201 16th Street, Northwest
Washington, D. C.

Childhood Education

*The Magazine
for Teachers
of Children*

*To Stimulate Thinking
Rather Than
Advocate Fixed Practices*

Next Month—

"Time to Teach" is the theme for the December issue.

Twenty teachers give accounts of interruptions in the day's activities that take their time from "teaching" the children, and evaluate these interruptions in terms of their contributions to children's development.

Laura Zirbes' editorial deals with the meaning of time. Winifred Bain's article is titled "We Do What We Want to Do" and Ruth Strickland points out how time may be saved for teaching through planned learning experiences.

Chandler Montgomery's description of a school-community celebration of Christmas and an account of an intercultural celebration of Christmas—held over from the November issue—will complete the second section.

More news and more reviews of interest and help.



REPRINTS—Orders for reprints from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month of issue.

CONTENTS FOR NOVEMBER 1947

Volume 24

Number 3

	Page
EDITORIAL—TOWARD SOCIAL MATURITY	Laura Zirbes 107
THE FAMILY: BULWARK OF DEMOCRACY	Pauline Park Wilson 109
A TEACHER VISITS HOMES	Georgia Rogers and Theodore Rice 112
IT TAKES A LOT OF DOING	Virginia Stitzenberger 114
THE COMMUNITY-INTERESTED CHURCH AND ITS EDUCATIONAL EMPHASES	Leonard A. Stidley 117
PATSY THINKS ABOUT RACE AND RELATIONSHIPS	Nellie Venture Greene 122
FLOWERS AND KINDERGARTEN CHILDREN	Mary Fossit 125
THE COMMUNITY SCHOOL	Maurice F. Seay 126
MODERN PIONEERS STUDY THEIR COMMUNITY	Herbert B. Mulford 130
THE LITTLE GREEN TEACHER IN THE LITTLE RED SCHOOLHOUSE	Margaret A. Neuber 132
A FESTIVAL OF THANKFULNESS	Grace Van Dyke More 137
N.A.N.E. NATIONAL CONVENTION	Jane Castellanos 140
BOOKS FOR TEACHERS	Beatrice Hurley 142
BOOKS FOR CHILDREN	Dorothy K. Cadwallader 144
BULLETINS AND PAMPHLETS	Muriel Crosby 145
NEWS HERE AND THERE	Mary E. Leeper 147

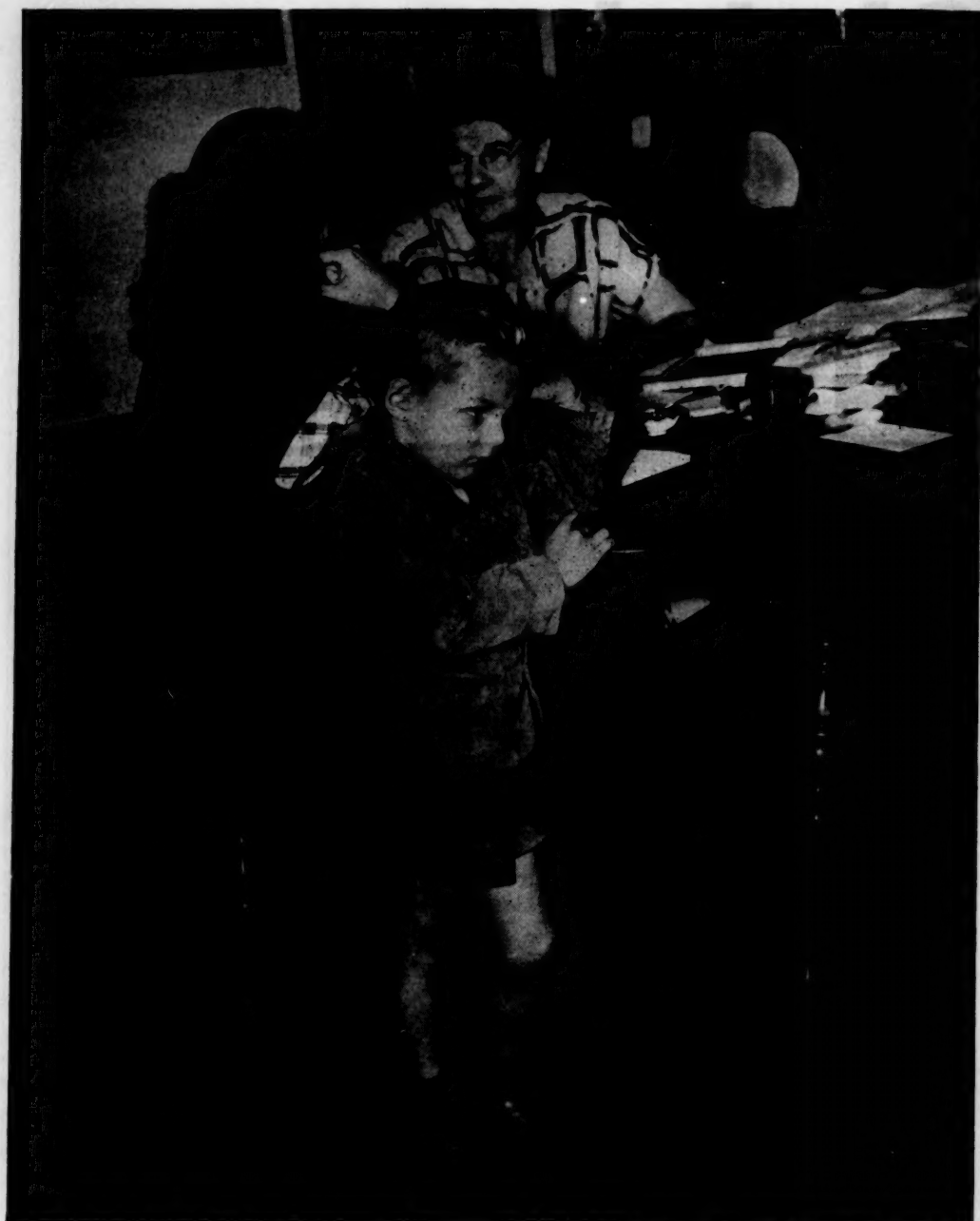
FRANCES MAYFARTH, *Editor*

JANE MULKERINS, *Advertising Manager*

Subscription price \$3.50. A. C. E. membership and subscription \$5.00. Single copies 40 cents. Send orders and subscriptions to 1201 Sixteenth Street, N. W., Washington 6, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright, 1947, Association for Childhood Education, Washington 6, D. C. Published with cooperation of National Association for Nursery Education.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION, 1201 16th ST., N.W., WASHINGTON 6, D.C.



By ARTHUR ELLIS—*The Washington Post*

**"They say I'll like it fine," muses Tommy
as his mother and principal plan for
his expanded associations at school.**

Toward Social Maturity

TO ACHIEVE SOCIAL MATURITY EVERY PERSONALITY NEEDS EXPERIENCES which challenge social potentialities. This is true on every developmental level, but the experiences must meet the needs of each level.

The helpless, dependent newborn infant needs the experience of gentle loving nurture to awaken his dormant social nature. Warm, personal relationships are not only essential for his physical development and emotional security; they also stimulate the social responsiveness and outgoing behavior through which the child develops his basic social orientation. The expanding experiences in the wider social circle of the family develop readiness for mature adjustments. Thus sights and sounds take on meaning, and the baby learns to associate and anticipate the events which constitute his life.

Gradually the social processes going on around him penetrate his consciousness and engage his interest until he puts forth effort to become a part of them. Thus he moves toward maturity by crying and then calling; by seeing and then reaching; by rolling over to retrieve a toy and then creeping; by standing and then walking; by cooing and then talking; by listening and then understanding and responding with smile, gesture, movement or speech, fragmentary at first but then more and more adequate as a means of social communication. He becomes aware of himself, of the regard which others have for him, of social approval and disapproval of persons who are related to his wellbeing.

In the family and in the early play groups where the toddler has a role and a place, he experiences a satisfying sense of belonging and the beginnings of social identification. In learning to do things for himself he lessens his dependence on others. The expanding social experiences of the nursery school provide a medium through which self-help is challenged and new social relationships are initiated. He learns to like the companionship of his peers, and finds satisfactions in group living. The child who misses such opportunities and satisfactions usually shows it by some form of regressive behavior or by retarded social development. Wise guidance seeks to supply the lack, and fosters social development in so doing.

TOGETHER, HOME AND SCHOOL, NEIGHBORHOOD and community provide the essential social context, while wise guidance capitalizes life-situations in ways which make for a maturing sense of responsibility and consideration for others. The lack of such gradual developmental induction into a wholesome regimen of social living handicaps growth toward social maturity.

WHILE IT IS IMPORTANT THAT YOUNG CHILDREN ADJUST TO A regular regimen of living in which they become increasingly self-reliant, it is also important that they learn to meet occasional new experiences, and face the exigencies of their own lives in ways which contribute to their social maturity. The child who shrinks or cries whenever he meets a stranger is narrowing the field of his social orientation. The child who lets others do for him what he should do for himself is evading—and learning to evade—the social responsibilities of his age level. Instead of moving toward social maturity he is regressing.

Some times such regressions are caused by early forcing; sometimes by illness or excess fatigue; sometimes by a sense of deprivation; sometimes by excessive babying or by inconsistent guidance. In any case it is important to seek and eliminate conditions which cause regressive social behavior.

But that is not enough. It is also important to provide a continuity of engaging social experiences which expand the child's outlook, deepen his insights, and challenge his active concerns. These are the values which a good social studies program fosters. They are criteria of good social living in the school: They are the purposes which involve school and community in joined obligations.

In terms of these values, criteria, and purposes education must seek to guide children toward social maturity by providing the first-hand experiences on which sound concepts of human relationships and community living are built. Education must provide children with opportunities for realizing at firsthand and consistently what democracy means and what it demands of them in the way of social integrity, pooled effort, and shared responsibility. Education must do these things in order to vitalize the meanings and social implications of things read or studied.

ONLY AS INSIGHTS IN TURN ARE RELATED again to vital human concerns in current life is education avoiding responsibility for regressive guidance. Only a life-centered program of development and social education will head children toward social maturity, readying the hearts and minds of youth for dynamic world citizenship.—LAURA ZIRBES, *chairman, Editorial Board of CHILDHOOD EDUCATION*; *professor of education, Ohio State University.*

NOTHING EVER HAPPENS IN THIS WORLD BUT once. What I do now I do for all time. It is over and gone with all its eternity of solemn meaning.

—THOMAS CARLISLE

The Family: Bulwark of Democracy

The family is the first of the child's associates and is the most important. The way a child lives within his family determines the pattern of his future behavior and attitudes. Five factors in family living that contribute to the development of a democratic character are discussed by Mrs. Wilson, dean of the school of home economics, University of Georgia, Athens.

THE SPEAKER AT A YOUNG WOMEN'S club in a suburban community was gratified at the many nods of agreement. These educated women seemed to recognize and accept the idea of democracy in the family. The speech came to a close and discussion began.

First one woman and then another concurred with the speaker's ideas only qualifying their statements with "but . . . you simply must have a head of the family," "parents know best," "who is going to administer the punishment," "he is just a baby only five years old," "our seven-year-old resents the baby disturbing her possessions but he is so cute about everything," and "they have no judgment for they are only children." The speaker's satisfaction ebbed steadily.

Since the family provides the framework in which children learn democracy the above statements should be disturbing to us. Relationships established among the members of any given family set the pattern for all subsequent ones in an individual's life.

Mothers and fathers have a challenge to meet and a responsibility to assume in helping their children develop as functioning members of a democratic society. Without parents' intellectual acceptance of democratic principles, without their imaginative use of all

home experiences as opportunities for being democratic, and without the daily practice of these principles they cannot provide the kind of home life within which a democratic character can develop.

Let us consider some of the factors important to democratic living.

I

The fundamental needs of each family member must be met within the home. Good physical health should be maintained. The child should be given deep and sincere love and affection. He needs to have ample opportunity to be important and to be valued for his own worth. He needs to find satisfaction in work and accomplishment. Above all he must be accepted because he is a person, and because he belongs to that particular family. Unless these basic needs are met satisfactorily his struggle to achieve them remains paramount.

II

Concern for the rights of others is a second important factor in democratic practice. In a democracy each member is important and at the same time he recognizes the importance and rights of all other members. The home wherein father is considered only the bread winner or mother only a means of physical comfort can never be a true democracy.

Neither can the home be one which disregards the individual personalities of each child. One mother's statement that "our children do not interest us until they are nearly grown, so we let them grow up like puppies" makes us wonder at the outcome of such a parental attitude. Another equally disturbing thought is presented by the mother who considers her oldest daughter "queer and freakish" in comparison with the others in the family. Each parent and each child in meeting his own needs must have them tempered by his appreciation of and concern for the worth of others.

III

Learning to live with others is a third factor. The kind of relationships which exist between children and parents establish the pattern that will be carried over to others in school, on the job, in community life, and ultimately in marriage. Children learn to give and take or to dominate and be dominated. They learn to accept readily their roles of men or women if they have seen these roles bring satisfaction to their parents. Their very first relationships are with parents. If these are positive, satisfying, and constructive the subsequent relationships are good. Destructive and unsatisfactory relations established early with parents also carry over to other people.

Getting along with brothers and sisters is more important than many parents realize. Competition among siblings unless understood and constructively directed can establish relationships which are undemocratic and destructive. The boy who holds an exalted position because he is a male child not only derives a false opinion of his own importance but may create in his sisters

the feeling that being a girl is undesirable. The girl who gains all the family approbation and is shown marked favoritism can produce similar feelings. This was obvious in the six-year-old boy who when told that the girls should show their pictures first said to his playmate with some cynicism, "You know, Jerry, *girls!*"

Chivalry is no good unless it operates for all and represents a basic courtesy and consideration. The father who yells at his child violates good taste far more than the youngster who fails to say "please" and "thank you." Good manners are never outmoded but serve to facilitate human relationships. They are a matter of form into which consideration for others can be channeled.

Older siblings threatened by their younger brothers and sisters often become demanding and dictatorial in their defensiveness, while the younger child may develop a sense of intense inferiority or of dependence. Then again because of the unevenness of these sibling relationships the younger child may become the dominating and even domineering victor in the competition between them. Too often parents are unaware of the negative aspect of their children's relationships.

IV

Every member of the family has the right to participate in the group and should have a voice in guidance and direction of the family. Seldom are children allowed to participate fully in group decisions. Family conclaves are true democracies in certain families but in others they are mere formalities which deceive no one, especially the children.

One mother could not understand the rebellion of her adolescent daughter

because "she has always been allowed to make her own decisions." The daughter's analysis of the situation gave a completely different picture. Her decisions were always contingent upon some stipulations of the mother. Hence the child felt more controlled than if she had been dominated in an outright fashion.

Finally the mother grasped an understanding of what she was doing to her daughter. She made a real effort to change matters and after many thwarted efforts convinced the girl of her sincerity. Suspicion subsided and with it the rebelliousness, too, but only after the mother accepted some justifiable criticism from her daughter. Having a voice in home affairs and being respected for it prepares for effective group living.

V

Maintenance of a balance between achieving personal satisfactions and working for the group is another important factor. Every individual must find many personal satisfactions. At the same time he must be aware of what is good for the larger social group. Helping children to find and maintain a balance between these two is the responsibility which faces every family. When a child learns that group needs are also his needs in addition to his more individual and personal desires, he has taken on a concept that is one of the

basic principles operating in democratic living.

The conflict of parental backgrounds may work against an effective democratic home life. Community and family patterns are often stronger than any single family's intellectualized democratic philosophy.

Even the most thoughtful parents must battle with their own habitual reactions as well as with the pressures which come from relatives and community expectations. Such preconceived ideas as "the head of the house," "the boss," "the little tyrant," and others must give way to more effective democratic concepts.

The relatives and friends of one young mother censured her severely because she allowed her small children a voice in the discussion of their common family problems. The dire threats that "they'll be ruined" were offset by the evident satisfaction derived by that particular family.

Within his family each child has the opportunity to be and to become an effective member of a democracy. No other experience offers the same opportunities so early and so long. Parents who make democracy something that actually lives within their homes are not only contributing to the personal satisfaction of each family member but to the continuation of satisfactory living. Collectively, these homes provide the bulwark of democracy.

School-Home Relationships

THE CHILDREN KEPT TALKING OF CHRISTMAS PRESENTS THEY COULD NOT BRING TO SCHOOL. So the church-school assistant and I asked if we might come to their homes to see them. We received most cordial invitations.

One day last week three children who live in the same neighborhood were waiting for us. All three visited with us at each house. We were invited into the child's room; saw all the toys; heard favorite records; and were introduced to pets, baby sisters and brothers. The mothers and the children have seemed so pleased that we visited them.

—Reported by MAMIE HEINZ, Atlanta, Georgia.

An Introduction and Evaluation

WE ARE TOLD THAT HOME VISITATION is essential in a dynamic school program. We are told that there are definite techniques to home visitation and that there should be pre-planned observation, analysis, and follow-up.

Undoubtedly, home visitation is most essential. Undoubtedly, too, there are definite techniques which can be developed by experienced teachers as they work with children and parents.

We are concerned, however, that home visitation be maintained as a vital procedure in which a firm accent is put upon personal and social interaction between parents and teachers. The following report gives evidence of how one teacher maintained this interaction. It gives further evidence that she used her techniques so skillfully that they did not become ends in themselves.

Miss Rogers reveals a background of seasoned experience in interpreting human behavior. There is a quality of informality and deduction in her report which indicates that she made her interpretations with little intensive pre-planning regarding what she intended to look for in the homes. We are impressed with the insights revealed into the conditions of home life in the section of the city in which she worked. We are also impressed with the way in which she utilized common sense in interpreting children's lives conditioned by their environment.

Thus unassuming, simple, and thoroughly professional application of visitation techniques offers some clue as to ways in which home visitation can be both natural and profoundly significant to parents and teachers. Miss Rogers' report follows.

A Teacher

What a teacher found out when she visited the homes of her pupils is reported by Georgia Rogers who at the time she made her study was a first grade teacher in the Irving Elementary School, Oklahoma City. Recently, Miss Rogers was appointed coordinator of kindergarten and home and family living for the Oklahoma City public schools. Theodore Rice, formerly coordinator of instruction for the Oklahoma City schools, is now professor of education at New York University.

Some Observations and Recommendations Resulting From Home Visiting

As a result of visiting in the homes of children in my room at Irving School, certain observations and recommendations seem worth recording. Not only are they interesting but they provide a chart for guidance, instruction, and character-building activities.

First: Eight of the twenty-six homes—thirty-one per cent—represented in the group of families visited are broken homes. This means that the child lives either with his mother or his father. In several instances the parent has re-married.

Second: Five mothers of the twenty-six visited are employed away from home on full-time jobs. Eighteen per cent of the mothers are employed.

Third: All of the fathers and step-fathers but two are regularly employed. The typical jobs held by fathers are: oil field worker, taxi cab driver, candy maker, milk truck driver, drug store clerk, linotype operator, painter, policeman, carpenter, barber, cafe, optician's helper, help-yourself-laundry, machine shop, accountant.

Fourth: The mothers who work, either full-time or part-time, are employed in such jobs as: seamstress for a canvas company, confectionery company sales girl, Varden studio, telephone operator, sells houses for real estate firm, cafe.

Fifth: The number of children per family grouped into the following pattern:

Visits Homes

By GEORGIA ROGERS
and THEODORE RICE

1 child	9 families
2 children	9 families
3 children	4 families
4 children	4 families

Sixth: I have observed during my years at Irving School that the children enjoy walking about the room. They do not do anything in particular but just walk back and forth many times. After visiting in their homes the cause was apparent. There is a serious lack of space. Sometimes the overcrowding is actually acute.

In one home, where three people live in a room about twelve feet square, there is not even enough room for one person to walk around between the only bed and the other furniture which completely lines the wall. Evidently when the child comes in from playing on the street she is forced to stay on the bed until bedtime. In this family is a new step-father, a mother, and a highly emotional little girl.

It is no wonder these children spend some time each day walking from one end of the room to the other, just enjoying the feeling of space and of movement without bumping into furniture, walls or other people. I am very glad for such a large room for these children.

Seventh: Another activity these children indulge in is just sitting and looking out the windows. All children do this to a certain extent, but many of these boys and girls will spend as much as an hour at the window, quietly looking out and apparently enjoying the experience immensely.

After visiting in the dirty, overcrowded, smelly little apartments where so often the one window in the room faces a dark wall of another apartment house, it is apparent why the low windows in our sunny schoolroom attract these children.

Eighth: The concept of discipline as observed during the home visits was most revealing. Either the mother slaps the child who disturbs or else she begins a tirade of monotonous nagging to which the child pays no attention. The child's begging and the mother's nagging go on

and on, getting louder and more determined until one or the other is worn out. Either the child goes into a screaming tantrum or the mother slaps the child and the child runs screaming to the corner to recuperate.

The concept of discipline in the home and the school is entirely different. This might become a topic for study at a P.T.A. meeting, with a very capable speaker to help bridge the gap for the mothers.

Ninth: Many times teachers say how often they must repeat their questions and instructions because the child does not pay attention.

After visiting twenty-six homes the reason may be somewhat evident. When so many people live so close together in so much confusion, the child must learn to tune out what he does not want to hear. This carried over to school and the talking which goes on there.

Tenth: So often teachers get thoroughly disgusted with children who mind everybody's business but their own. Again, with so many people living crowded together, not only in one apartment but in one building and in one neighborhood, it is no wonder that children are curious and interested in mixing into everybody's business. That is free entertainment in which everybody indulges at home. It is natural in a similar group at school.

Eleventh: Table manners have been a source of grief during every period in the cafeteria. After seeing the size of the family dining tables and the evident lack of any possibility of setting the table and eating together, it is no wonder that these children grab their food in both hands, swallow it whole, and run. That is the meal-time procedure at home.

Twelfth: Not only the teachers but the nurse and everybody involved has worried about the children who come to school without washing faces, hands, teeth, and without combing hair. Since a very, very few of the homes have private bathrooms and six or eight families must share a common bathroom every evening, it is no wonder that someone loses his turn and his interest in soap and water.

It would be wonderful if Irving School could be equipped with clean-up cubicles for the children who need it, with soap and water, hair brush, finger nail sticks, and toilet paper. All the clean-up activities could be carried on as a matter of routine before the bell rings in the morning.

Thirteenth: The attitude of the parents toward the school is most interesting. In no instance was there evidence of neglect or indifference. Any seeming indifference about school and what takes place at school is attributable to a lack of understanding. Many parents did not go very far in school. Their school days were spent in small country schools and the work at Irving seems so different that they hesitate to become involved in it.

Fourteenth: The rapport established after a visit in the home is most gratifying. It seems that almost any problem can be discussed fairly after the teacher has visited the child's home.

Fifteenth: One need stands out more than any other. It is for an expert case worker who understands children, home and family relationships, and social attitudes.

This study has been made in an attempt to understand children who seem to deviate greatly from normal behavior. As a result, it is hoped that such deviation may be detected, analyzed, and corrected in a measure through intelligent handling and training. This involves very close and harmonious relationships between home and school.

It Takes A Lot Of Doing

By VIRGINIA STITZENBERGER

What it takes to organize, administer, and teach in a cooperative nursery school is described by Mrs. Stitzenberger, a member of the Rock Spring Cooperative Nursery School, Arlington, Virginia. She concludes with an evaluation of cooperative nursery schools, based upon her five years experience with one. "The growth of parent cooperative nursery schools is generally heralded as a significant and promising new phase of the nursery school movement,"¹ and a strong contribution to the "bulwark of democracy."

IT'S TIME WE BEGAN TO LOOK AT THE cooperative nursery school realistically. From time to time articles appear in popular magazines, describing with glowing optimism the organization and operation of a cooperative school. These stories are often written so much to the success formula that the readers are left with the idea that they can hastily assemble a few mothers and children, and open a school in somebody's back yard.

Some good schools may have started in such a manner. But it behooves both teachers and parents to look deeply into what goes into the making of a cooperative, and to examine themselves and

their own temperament closely to determine whether or not such a school is for them.

After helping to organize and operate the Rock Spring Cooperative Nursery School which is now in its fifth year, I feel that there are many weaknesses in a cooperative nursery school. At the same time there are sufficient good features to justify its existence.

The success or failure of the cooperative school depends to a great extent on the type of parents who enter into the arrangement. The group has to be fairly homogenous and enthusiastic about the cooperative idea as a broad educational experience for both mother and child. If the prospective member wants to enroll her child in the school

¹See the report of the N.A.N.E. Convention by Jane Castellanos on page 140.

just to have more free time for herself she is not a good candidate. Membership in a cooperative means that the mother will sometimes contribute as much of her time to the operation of the school as she saves by having the child away from home. It is important that the mother understand this and have no illusions about what is expected of her before she becomes a member.

For this reason children of working mothers cannot be accommodated in this type of school. These mothers would not have the time for driving routes, for assisting the teacher, for kitchen work or for the dozens of other things which mothers in a cooperative school must do.

Housing is another important factor in the success or failure of a cooperative. It is not always possible to obtain space which meets local health and safety standards at a rental which most cooperatives can afford. Sunday school buildings are frequently ideal quarters when satisfactory arrangements can be made with the church. (The Rock Spring school is in the Neighborhood House of the Rock Spring Congregational Church.)

The Teachers Must Be "Mature"

Many of the difficulties in running a cooperative school arise because the responsibilities of the teacher and the mothers are not clearly defined. In the Rock Spring school the parents have full responsibility for organization and administration. The teachers are responsible for the educational program.

The selection of proper teachers is one of the most important factors. We employ teachers trained not only in nursery school techniques but with personality attributes which make it possible for them to work successfully

and happily in a cooperative situation. They must be able to work with adults as adults as well as with children. They must be able to help educate the parents on the job, for that is one of the strongest justifications for a cooperative. At the same time they must keep up their own professional standards yet be flexible enough to adjust to emergencies.

But why would a teacher choose to work in a cooperative school? One of our teachers liked it because she felt it was the only type of school in which mothers and teachers work together closely enough to acquire insight into and respect for the other's perspective.

Some teachers like it because in our case it is a half-day job. Another teacher said that it was more interesting to teach children in this type of school. The cooperative attitude of the adults, she believes, carries over to the children and they learn rather easily to settle their problems democratically.

If the teacher has the personality, working in a cooperative school will undoubtedly be one of the big experiences of her life. If, however, she prefers to work with children and not with adults she should beware of a cooperative. It takes a mature personality to deal successfully with both children and adults. There are times when a mother, no matter how well-meaning, attempts to take over the program and run it. Only a well-integrated person can handle such situations.

Almost all of our teachers have admitted to a somewhat "surrounded" feeling when they first come but after a month or so they get the feeling of what the parents are trying to accomplish. Then they feel no hesitancy in assuming leadership in spite of what at first appears to be "so many bosses."

An Evaluation

In evaluating the effectiveness of the cooperative school both advantages and disadvantages must be weighed. The scarcity of well-educated teachers (and no others should be considered), interested in a part-time job with the temperament for such work will definitely limit the number of successful schools which can be launched.

The constantly shifting personnel because the mothers participate in the teaching program makes it doubly imperative that the teachers be well prepared. They are the points of security around which the child revolves daily. The mother-teacher who usually spends one day a week in the school finds it difficult to keep pace with the changes that occur within even that short period of time. The teachers must provide the stable background for the children.

Then, too, the cooperative defeats one of the purposes of nursery school—that of giving mothers more free time away from their children. In all fairness, though, it must be pointed out that work done for the school is less personalized and something of a change from supervising one's own children.

There are strong points on the credit side of the ledger. The mother can learn invaluable things from observing a trained teacher handle children, and from seeing her own child as a person in the group.

Then there is the warm feeling the children in a cooperative have for the adults who help with their toileting, prepare juice for their mid-morning lunch, put band-aids on skinned knees or perform other tasks which contribute to their comfort and security. It is a pleasant broadening of a child's mother-centered universe.

Since in our society it is necessary to raise children who are able to make adjustments to many people, the cooperative nursery school can provide the beginning opportunities for becoming a well-adjusted social being.

In a school of this type the parents' interest in education can be so vitally stimulated that it carries over into the elementary and secondary schools.

If a fairly homogenous group of mothers with enough time and interest can find trained personnel of suitable temperament and can obtain adequate housing, then there is no more rewarding experience than that of working in a cooperative nursery school. But all of these factors require careful weighing before one attempts to organize, teach in or send a child to such a school.

"It takes a lot of doing," said a mother who had been in our school since its beginning, as she registered her third child's name on the waiting list. I'm sure that if all the mothers and teachers who have participated in the Rock Spring school could have heard that remark they would have chorused a loud "Amen!"

WHATEVER MITIGATES THE WOES OR INCREASES THE happiness of others, this is my criterion of goodness; and whatever injures society at large, or any individual in it, this is my measure of iniquity.—ROBERT BURNS.

The Community-Interested Church and Its Educational Emphases

Mr. Stidley, professor of practical theology and religious education, Oberlin College, Ohio, analyzes the functions of the church in the community, evaluates the role it has been playing, and presents seven educational principles by which it may implement its distinctive religious functions. Seen from his point of view the church as a community associate can and should make an increasingly important contribution to the development of the democratic character.

A TOPIC CONCERNING THE CHURCH and the community¹ is weighted with significant meanings, credited with extensive accomplishments, marked with many failures, subject to definite limitations, and charged with emotional tensions. Yet within such a topic are unique possibilities which may be considered for childhood education.

The church and synagogue have been assigned important and definite roles in interpreting religion and religious living to children and thereby in making community living more meaningful. It is traditionally stated that community education, in the constructive use of that term, depends for its advancement primarily upon four agencies—the home, the public school, the so-called character building agencies, and the church.

The Functions of the Church

The phrase "community-interested church" is used to designate that

church which is concerned with relating its program to the individual lives of all people who live "near it" and also to the social milieu in which it finds itself. The phrase "community-interested church" is our concern, not because all churches have been or are vitally seeking to relate themselves to communities, but rather because it is the belief and experience of the writer that the churches which seek to meet the personal and social needs of people are true to their historic purposes and also have marked possibilities for enriching the social life in which they find themselves.

What are the distinctive functions of the church as it takes its place in a community? Sociologists have not infrequently pointed out that the church has vague and ambiguous functions. These sociologists are calling attention to the other worldly aspect of the church.

It should be conceded that there is a vagueness and lack of specificity in the more-than-this-world outlook of the church. The church's functions are not to be equated entirely with the "social setting," just as the Kingdom of

¹ In this article the word "church" is used to include Christian churches and Jewish synagogues. The term community has many definitions. Broadly interpreted it is used to designate "the unit of institutions and groups (beyond the family group) which shares basic and essential common needs, services and relationships. It is a sociological, psychological and geographical unit."

God is not to be identified with a specific political party or with a particular educational program, as commendable as either of these might be. It must be added immediately that this statement is not to be interpreted as meaning that the church is not concerned about politics or community educational programs. Rather it is to state that the church has distinctive functions to perform in the community.

Let us turn to these functions. For general purposes they may be listed under seven headings:

The church provides worship experiences. Worship has at its center the seeking of and identification with the "highest values of life." Theologically worship is private and corporate reverence of God. Through it man seeks rapport with the Eternal. By this function the church provides the opportunity of viewing the problems of life—personal, social, community, and world-wide in a cosmic setting—the true perspective. In worship the church brings personal and community life to its higher forms.

The church proclaims the ultimate worth of persons. The classes, divisions, and other man-made markings of persons are not final. The final test of social relationships is their effect upon man. Nothing which relates to human welfare is therefore beyond the concern of the church. The brotherhood of man is a corollary of the ultimate worth of each person. Anything which interferes with the brotherhood of man obstructs faith in the ultimate worth of man.

The church is a custodian of moral standards—not just of commercialized recreation and alcoholic beverages as is sometimes conceived, but of housing; employment; personal, family, community, national, and international relations. The church is a moral conscience of a community. Because of its prophetic religious base, the church is concerned about social justice and is charged with the responsibility of interpreting the highest possible ethical personal and social standards.

It is the function of the church to "feed the hungry, clothe the naked, visit the sick, care for the fatherless and the widows." The church is

charged with caring for the physical, psychological, and moral needs of people (members and non-members) and of supporting such a program of social education and social action that the prevailing injustices and maladjustments of society will not only be ameliorated but prevented. From the church comes the motivation both for social responsibility to care for those in need and for social reform to improve society and thus to build better communities.

The church is a "sustained and sustaining fellowship"—"a society of those who have gone before and those who now worship and labor," and whose mutual relationship strengthens each other. The church is for the "nurturing and development of persons." It is a family of families.

The missionary outreach of the church binds communities as well as people together. The church seeks one world in faith and works.

The church is an educational agency to nurture the young in religious living, to provide youth with maturing experiences, and to keep adults growing continually in the realities of the Judeo-Christian tradition as an educational agency. Young and old, rich and poor, members of different races and classes, few and many talented persons—all share together in work, play, study, and worship.

These varied functions of the church are to provide individuals with a wholesome purpose for living, with motivation for service, and with a feeling of at-homeness in the universe. At the same time they are to give a basis for being concerned about more equitable human relations, sounder community health, fuller employment of man's constructive capacities, more adequate housing, and more extensive educational opportunities and responsibilities for all people.

The Role the Church Has Been Playing

The reader is doubtless thinking, "These objectives are ideal. They have little to do with the actual situation of the church as it works today in the United States."

It is true that there are many reasons why churches are not reaching their objectives more completely. Among these are the divisions within the churches, the limited leadership, and the secularism of the times. There is a large gap between objectives and their realization.

After a detailed study of three hundred ten American cities, E. L. Thorndike reported the realistic status of churches over against their objectives.

On the whole . . . we must suspect that the churches are clubs of estimable people and maintainers of traditional rites and ceremonies rather than powerful forces for human betterment.²

Can one conclude that churches are not interested and concerned about their respective communities? If certain case histories of churches were presented, such would be the result.

But even Thorndike had specific suggestions for improving the situation. He advocated on the part of churches more support of welfare work, the championing of "good causes," the consolidation of churches, and the increased wisdom in caring for the spiritual life of men. Such a program would come from a community-interested church.

Certain churches are doing more definite work in the direction of community interest than others. No church would state it is doing all it can. But churches which conceive their objectives in terms of social as well as individual expressions have a broad front upon which to approach. It is beyond the range of this article to consider the whole approach but three adventures significant in the education of children may be reported.

² *Your City*. New York: Harcourt, Brace and Company, 1939. Page 99.

I

In a daily vacation school in a congested section of a metropolitan center, a group of junior boys—six Protestants, two Jews, four Roman Catholics, all members of a neighborhood gang—and an adult leader were asking questions: What is a church? What is a church aiming to do? What do the churches mean to this community? If we were building a church in this community what would we build?

The boys did not get far in the abstract definition of a church. But when they sought to find what a church was aiming to do, they interviewed a Protestant minister, a Roman Catholic priest, and a Jewish rabbi. They brought together their findings. They listed what they understood to be the objectives of the different faiths. They were impressed with the objectives in common and also with the differences in objectives. They listed "church practices" which were similar and which were different in the three faiths.

They were impressed to find out how the churches divided the community. They as a group were together so much of the time and had such enjoyable common experiences that they concluded they did not feel as divided as did the community. "Do churches divide us?" they asked.

They sought the counsel of their parents. The boys learned that the differences between faiths were deeper than they had previously thought and did divide the community. Their parents encouraged them to continue to explore the problem. The boys drew up a basic creed:

A church was for the worship of the God who loved people and sought to help them.

Worshippers in turn were to love all mankind and to seek to help it.

The purpose of the church was to promote friendlier and more brotherly relations in the community, seeking to eliminate hatred and suspicion.

The church was to improve the social conditions in the community.

Numerous discussions in the group and reports from smaller committees, along with reports from some of their respective homes, brought new insights. What building of a church would they like to have? What would be the "customs" for it?

They began to construct a miniature church. There were some "unorthodox" changes which came from their discussions and which they incorporated into their model:

The building could not have a cross because the boys associated too much anti-Jewish feeling with a cross.

The House of Everlasting Light was a preferable name for the church because it was less divisive. The chief symbol of the "House" was light.

The picture of one saint—St. Francis who helped the poor—was put in one window but in the other windows were placed a picture of a policeman—their friend; a bootblack—the main source of money for most of this group was shining shoes; a push cart peddler—one who gave them apples; a happy boy—as they wanted to be; and a family group—the home played a distinct part in their lives.

The building, in addition to a place of worship, was to have a gymnasium—the street was a hazardous place to play, a game room, club rooms, social room, a swimming pool—a high per cent of the tenements in which they lived did not have private baths, a community hall—they wanted their families to have a place to meet, and rooms for social workers—these latter played a definite role in the community.

The House of Everlasting Light was to be open at all times. It was to be a house of help for all people.

The program of the House was to be built upon individual and community needs. Each person was to contribute voluntarily to its support, according to his income.

Chosen from all the groups was to be a House Council to direct the building.

The members of the staff were to be chosen on the basis of their individual ability and their concern for and love of people.

There are many immature findings and conclusions in this project. The miniature "church" which the group built was not erected in the particular community. There was a large gap between their ideal and its realization. But here a group of boys of different faiths began to concern themselves about a living problem and they found light enough to drive out some darkness and to enrich their living. They were groping educationally for a "community-interested church."

II

A group of eighth grade children (in a week-day church school) became interested in the bloodbank, and were greatly incensed when they learned that because of prejudice the blood of people from certain races had to be kept separate. Simple tests and teaching showed them that human blood is all alike.

The project developed, and finally the children had a public meeting for their parents, explained their discovery, made posters, and put

them around the neighborhood. There was opposition, of course. The boys discovered that one laundry had taken down its poster, and were told by the manager that he had lost three customers he couldn't afford to lose.

The group promptly went out and secured for him six other customers. The poster was put up again.⁸

The participation of these boys and girls in an exploration of human brotherhood not only gave insights into a problem which adults have not solved but brotherhood became a more meaningful word. Brotherhood was tested in a vital way. The church was providing religious interpretation and was assisting in resolving a community problem.

III

A group of eighth graders in a parochial school had listened to a discussion and dramatization on the United Nations by the School of the Air of the Americas. Questions followed:

What causes disunity among nations?

How can a better understanding among people be developed?

Have we Americans a need for better understanding of each other?

Why are we prejudiced against certain people or groups of people?

A period of reading, research, and more discussion followed. A list of attitudes held toward minority groups became the first center of attention. Then came a consideration of the "good qualities" of those who were minority peoples.

More reading and research by individuals and by committees brought the thinking of the group further along. One member of the group suggested that there be a consideration of what members of a majority group might do to bring out the better possibilities within the members of minority groups. The contributions of the minority groups were reviewed and ways of bringing out more of these needed contributions were considered.

One member of the class commented, "I think we should analyze our faults which tend to bring out undesirable traits in other groups.

⁸"Religious and Social Action." A Panel Discussion. *Religious Education*, July-August 1946, 41:223.

My mother taught me this prayer, 'Lord, reform the world but begin on me.'"

From this lead the pupils began searching their own lives as to what had to be removed in order that those persons of minority groups with whom they came in contact might have fuller opportunities. The pupils realized that they had not solved the problems of prejudice, but as one stated, "I think that this is not a matter that can be settled by small discussion groups such as ours but by further study in high schools and by national speeches. All of our people need to be educated."⁴

The pupils had a significant community problem and had found valid answers. Teachers, parents, and school had interpreted the contributions of religion. A community - interested church was working through the education program.

Educational Principles by Which the Church May Implement Its Religious Functions

Community-interested churches are continually incarnating their objectives through their educational programs. Children are finding insights into religious living, are having experiences in more significant human relationships, and the community-interested church is making contributions to democratic living. Certain educational principles have emerged:

A church contributes to community life to the degree that religious leaders consider the tackling of community problems as integral to religious living.

The interpretation of religious living starts in personal and community needs. Here the church starts its program; here its program is centered. Religious heritage is meaningful in current terms.

The church is but one agency concerned with improving community life. Consequently, working for better childhood education in the community is a cooperative task. Each integral agency or institution has a contribution to make but the contribution is part of a whole. The

community problems are common problems to all interested agencies. Each agency is subordinate to the common good.

The church has a special relationship to the home. Both nurture personality growth in more areas of experience and have continuous relationships with persons. Their functions are complementary. Unless the home and church are integrated the effectiveness of both programs is reduced if not negated.

Experiences and insights into community relations as with other areas are graded and individualized. Significant programs are built with an understanding of the capacities, previous experiences, and interests of the persons concerned.

Valid group work techniques are essential in church-community living. The group which provides satisfying and disciplining emotional adjustments—the feeling of being wanted, of achievement, and of security—will be the contributing group. The more a group secures participation in the expanding social interests of the community and in the enlistment of the varied individual and social interests the greater will be its contribution.

Religious education is an inclusive concept. It is inclusive of all that is potentially good. Both words of the term religious education need to be emphasized. To carry on a significant program of religious education the church will need to venture into those fields where life is most truly lived. If life is potentially good, why not lead children in discovering that it is? The unique function of religion is to do this.

The church is potentially a contributor to our community life. Its functions are needed as long as more abundant lives and better communities are needed. But the church has a varied record with positive, negative, neutral results. Yet the church, potentially and actually, may rightly venture with constructive educational programs if it uses its distinctive resources in the interest of community enrichment.

The church claims it has rights. It does have. It also has obligations to be a constructive force in childhood education in community living.

⁴"Eighth Graders Examine Their Attitudes." *Journal of Educational Sociology*, February 1943, 16:358-363.

Patsy Thinks About Race and Relationships

Through questions about race and social practice asked by her daughter, Patsy, a mother shares with us some of the problems common to all parents and children of minority groups. Patsy's questions reveal what she is thinking and how she is thinking in developing her concepts of race relationships. Mrs. Greene is remembered for her article, "If Children Learn Early" appearing in April 1946 CHILDHOOD EDUCATION. She has recently compiled some child lore for the Association and is completing a children's picture book of Washington, D. C. She was formerly a nursery school teacher in the District of Columbia schools.

MOTHER WAS ENTERTAINING HER bridge club. Patsy, age seven, lay in the dark mentally checking each member as the sound of the voices drifted up the stairway. Scraps of conversation floated and settled in her mind.

Exasperated, Mrs. Fleming was saying to Patsy's mother, "But, Beth, you can't eat there. They don't serve colored people."

The next morning Patsy looked in the mirror, scrutinizing her skin. Gordon Hittenmark, a radio announcer, was giving the time and temperature for Washington, D. C., and vicinity. "Mother, is Gordon Hittenmark colored?"

A thoughtful silence from her mother.

"Is President Roosevelt?"

Still silence.

"Is God?"

Mother, with sudden intuition, "Patsy, God belongs to everybody. Different people picture him differently. Now get dressed. You'll be late for school."

As an afterthought her mother said, "President Roosevelt and Gordon Hit-

tenmark belong to all Americans, to you and me and everybody."

Patsy's questions reveal the thinking of American Negro children when the sudden impact of racial differentiation reaches their conscious beings. Throughout infancy and early childhood they consciously accept terms denoting racial differences. It is when some incident occurs involving their personal feelings that they are awakened to the deeper implications.

Patsy was shopping with her mother. The odor of hot dogs coming from a five-and-ten cent store caught Patsy's attention.

"I want a hot dog, Mummie. In here."

At the door of the store Patsy sighted the snack counter. Excitedly she ran ahead of her mother and sat on one of the many vacant stools. Just as her mother reached the counter the clerk in a clipped voice was saying to Patsy, "You have to stand up and eat. We don't serve colored people sitting down."

Taking Patsy by the hand the mother walked quietly out of the store. She found a five-and-ten farther down the

street where everyone was standing. And Patsy had her hot dog.

"Why can't we sit down and eat? Is something wrong with colored people?" asked Patsy.

"No, Patsy, there is nothing wrong with being colored. There are just lots of people in the world who don't like others for different reasons—their color or the church they go to or the way they dress."

Despite her mother's explanation a confusing impression of what it means to be colored had been made upon Patsy's mind, confusing because color was now related to social inhibitions.

Patsy's two cousins—Dot, six, and Cissy, five—had gone shopping. Cissy saw a woman who looked like her grandmother. Excitedly, she ran to the woman and hugged her. At home Dot dramatized the incident, "Cissy ran up and hugged a white lady."

Later that night Patsy said thoughtfully, "Then Grandmother must look white."

Mother, "Yes, Grandmother is fair."

Patsy, "Then she could go to white movies."

Mother, "Yes, she could. But she doesn't."

Patsy, "I would."

Mother, with a goodnight kiss, "I expect I would, too."

Patsy, giving her mother a long hug, laughed contentedly.

Definite Race Concepts at Eleven

Patsy at eleven had developed some definite race concepts. In her sixth grade textbook she saw pictures of colored Americans picking cotton, laboring in fields or digging roads. She remembered similar pictures in earlier textbooks. Colored peoples in other

countries were pictured as workers or savages. Textbooks seldom told of accomplishments of colored people. Therefore, Patsy was sure that colored people everywhere must be dumb or too lazy to do things.

She felt that white people were beautiful, smart, and rich. The fact that her family, her teachers, her associates and neighbors were intelligent, progressive and attractive eluded her by its very familiarity. The generalities, vivid and enticing, of advertisements, radio programs, movies, newspapers and scraps of conversation crowded her mind. Even in the child's world of toys, books, paper dolls, comics and the circus there were generalizations to encourage the belief that all of America was a white America. These things fostered the idea that the sole purpose of colored groups was to serve or entertain white America. Unfortunately, these generalities and concepts enslaved her thinking before it became conscious thought, a heritage of all children, black and white, rich and poor.

Instinctively, Patsy fought against these generalities. While outwardly she recited the flag salute, the Preamble to the Constitution, and the Gettysburg Address, inwardly she sensed something vaguely askew. Confused and embittered she struck out at anything which she felt identified her with the unwanted implications of these generalities. She was intolerant toward members of her race who did not come up to her standard for action or dress. She felt that they, somehow, must be responsible for the general attitude toward all Negroes.

She vehemently rebelled at home chores. "I won't wash dishes. I'm no servant. I won't be a maid."

In play Patsy always had a maid. She and her "daughter" had long twine for hair. In dictatorial tones she ordered her "maid" around. She was "Mrs. Alan Ladd" and her best friend was "Mrs. Van Johnson." Within two days the "wives" of two captivating Hollywood actors had divorced and exchanged "husbands."

Although realistic Girl Scout activities tended to broaden Patsy's world, social concepts, conscious or unconscious, had been and were still being molded. Every minute evidenced experiences or observations which gradually totaled an evaluation of herself as an individual while concomitantly patterning her concept of others in relation to her.

"Why Wasn't I White?"

World War II was over. Returning from a pre-camp physical checkup Patsy and her mother had been thrilled by the celebration. They had caught streamers flying from downtown windows. They had waited with hundreds of other Americans in front of the White House for the President to appear. Everyone was laughing, singing and blowing horns. Late that night they returned home tired but happy that Uncle Leo, Jerry and Aubrey could soon return from overseas.

The echoes of V-J day had hardly reverberated when the numerous national conflicts, restrained by a greater impending total destruction, released themselves on a war-recuperating America.

"Why," wondered Patsy, "are colored people the center of so much fuss? Why do they picket 'FEPC' in front of the White House? Why do congressmen argue about colored people?"

Patsy was yet to comprehend how these congressional controversies over FEPC, anti-lynching and anti-poll tax bills were the instruments through which thoughtful leaders were trying to get affirmative answers to her more personal questions.

"Why can't Daddy clerk in Woodward and Lothrop's store if he wants to? Why can't we (she and her mother) sit at the counter and have ice cream when we go shopping? Why can't we see Margaret O'Brien in a downtown movie? (It would be weeks before her favorite star came to colored uptown movies.) White people attend colored movies. Why can't I go to theirs?"

To Patsy, these questions all resolved themselves into one question of unbearable frustration. "Mother, why wasn't I white?"

Has not this question reverberated, consciously or unconsciously, in every language, in every age and clime wherever human beings have sought solace from the mental or physical tortures of the self-ordained "superior" group?

"Why wasn't I born white?" she persisted.

In a reminiscent voice her mother answered, "There are times when all of us wish we were different from what we actually are. We can't change ourselves, but we can change our way of thinking. And we can help change other people's way of thinking so that more people will be happy."

Patsy's mother accepted her daughter's questions, first as a warning and then as a challenge. Unless something constructive was done Patsy might become a maladjusted personality—a person outwardly resigned but seething inwardly with bitterness, suspicion, hate or over-sensitiveness; or one seeking

personal aggrandizement through intolerance and snobbishness toward others; or one grown hopeless, indifferent or callous; or worst of all, one consciously or unconsciously accepting without question the stigma placed upon him by the majority group.

Patsy, through her mother's guidance, began to observe good and bad, wise and foolish in all groups. She read the life stories of great Americans—men and women of all colors, creeds and races. She personally or vicariously met people whose standard of acceptance was the personal worth of indi-

viduals. She was being introduced to the long, intense, psychological struggle to maintain equilibrium in a white world.

Until America can grasp fully her responsibility to the mental and emotional paradoxes forced upon the large colored segment of her citizenry, parents and teachers consciously and continuously, will have to so direct and supplement existing environmental influences that the children of Negro parentage may develop and maintain self-respect in a hostile American culture.

Flowers and Kindergarten Children

HAVE YOU EVER NOTICED THE WAY KINDERGARTEN children carry flowers? Yesterday was the first time I had noticed it.

It was also, I realized, the first time I had ever observed my afternoon children on their way to school. All the other years of afternoons I have been waiting for them in my room. But yesterday I had been out with my morning children and some mothers visiting a farm. When I came back into the school district I saw that the afternoon children were coming out of their homes and starting to school. Most of them were carrying flowers.

As I rode along in a morning mother's car I felt a kind of ritualistic solemnity in the concerted movement of those children toward the school. When I passed each one, I was aware of a soft and sweet and aching and recurrent and unending theme like a Wagner melody:

there was Linda with chrysanthemums
waving like bright flames before her
and Paul with blue gentians and yellow
lilies out of his woods

and Caroline with a small tight bunch
of purple asters

there was Joey with one late pink rose
for which he would later apologize

saying, "Mother would let me have
only one stem."

I would put it alone in a thin vase on my desk
to make him proud.

SEEING THE CHILDREN IN THIS UNUSUAL
way I was sharply aware of them:

the clean and fragrant and flawless
bodies

the clean and carefully-chosen clothes
the mother-kisses still remembered on
their faces

the soft anxious mother-words still
heard in their ears

their own casual promises fading into
wonderment about what would hap-
pen in kindergarten and what certain
children would wear and do and say,
and would the ice-cream man be out-
side afterward with his wagon

and somewhere in the far-distant end of
the day, Mother again.

THE FLOWERS. HAVE YOU EVER NOTICED
the way they carry them in one hand held
straight out? And how slowly they walk?
And how prim they are? And how stiff and
careful—as though they were carrying lighted
candles?—By MARY FOSSIT.

✓The Community School

"The community school can and does meet the need in the world today for teaching children the real meaning of democracy," says Mr. Seay, dean, University of Kentucky, Lexington. He defines a community school and describes the educational experiences it sponsors. "In a school of this type, children see democracy in action," he concludes.

A COMMUNITY SCHOOL AND ITS community are inseparable and interdependent. The school uses the resources of the community, it serves the community, and it brings together the people and organizations in the community. The school which works in and for and with its community is the only type of school which can adequately meet the fundamental needs of children.

Children need schools in which they can develop and use many abilities. They need to learn information, skills, and attitudes that will help them work usefully and live happily. They need to know how to apply information and skills to the problems they meet every day.

Many of these problems in today's society are community problems. Children need experience in solving community problems. They also need to understand their own community as a basis for understanding other communities. The community school has resources that enable it to meet these needs.

Home and Farm Problems

The homes of the community are an important part of the school's resources. Children bring problems from their homes, study them with the help of the school, and try out solutions at

home. For example, a family may be having trouble with garden pests. The children learn about a remedy at school and use it at home to get rid of the pests.

Another family may need more adequate storage space for clothing, canned food, and household supplies. At school the children learn how to build closets and cupboards. At home they help their parents make better storage space.

Parents, too, ask the school for information about food, housing, and clothing. They may come to the school to see a canning demonstration or to borrow bulletins on interior decoration. They may attend adult classes on the care and selection of clothing.

The school encourages parents and children to make their homes better places for living. By doing this the school gives children a real reason for learning useful information.

If the school is in a rural area, the farms are also educational resources. Children learn that soil can be saved and improved by better farming practices. They study contour plowing and cover crops with farmers who are using these methods of conserving their soil. They talk with the county agricultural agent about improvements for the farms they live on. They use what they learn on their own farms, in 4-H or

Future Farmer projects, on a school farm or in a school garden.

Industries, Institutions, Individuals

The industries of a community are another resource used as an educational facility of the community school. As children study industries, they become acquainted with various kinds of work being done in their community. They learn about various occupations. They begin to see the relationships between the industries and the farms and homes in their locality. They may see needs for improvement in working conditions or they may discover problems in employer-employee relationships.

Through a study of the industries near them, children find a basis for studying industries in other communities. They may invite representatives of industries to talk to them. They may write letters to more distant industrial plants asking for information. The textbook statements about economic interdependence in our modern world have new meaning for children who have learned to know the procedures and the problems of the industries in their own community.

Institutions and individuals are valuable resources for the community school. A newspaper, a bank, or a service agency may provide information that children cannot find in books. These may also give children opportunities to take part in the real life of the community. Individuals have many contributions to make. They can help children understand the part each person plays in shaping his community. A homemaker, a good neighbor, a storyteller, or a pioneer citizen may furnish a challenging glimpse of the interesting environment in which each child lives.

The school realizes double returns

from its use of community resources. The children in school take an active interest in their work and the people of the community take a fresh and constructive interest in the school. And adult interest stimulates more interest among the children. Boys and girls of all ages like to do work that is recognized as important. They are interested in making things that other people see and admire. They are interested in finding information that is needed. They are interested in learning skills that they can use immediately.

Skills and Occupations

The community school helps children develop useful skills by providing opportunity to use skills in real-life situations. Such opportunities are almost unlimited in the community school:

Written composition is practiced effectively in reporting to the local newspaper sources of drinking water found in a community survey.

Practice in oral expression is more valuable when the speaker is earnestly urging the members of a civic club to sponsor a clean-up campaign than if he were making the last of a dozen five-minute talks, all on the same subject.

Arithmetic skills are practiced in budgeting food and clothing expenses or in figuring the cost of new books for the community library.

Skill in finding information is developed while children search for answers to questions that were raised on a recent visit to the flour mill or to the university experiment station.

The community school faces the fact that children should start learning salable skills together with the skills which contribute to intellectual growth, while they are in school. Each child in a community school has an opportunity to study a variety of occupations. Some of them he can observe at firsthand, others he may hear described by a person who is working in the occupation, and still others he may read about. He

is helped to find occupations for which he is qualified and in which his interest is likely to continue. He is encouraged to learn skills that will be useful in his work. Some so-called salable skills such as typing are learned in the school itself. Others such as selling are learned with the help of the businessmen in the community. Again the school uses the resources of its community in order to give children the experiences they need.

Attitudes and Understandings

While children get information and learn skills, they are forming attitudes that influence not only their own lives but the society in which they live. Two social attitudes are becoming increasingly important to the survival of our way of life: one is a respect for all people, and the other is a recognition of personal responsibility to society. The community school helps children develop these attitudes in helping them understand their own community and the larger world-community of which it is a part.

Children and teachers work closely enough with different groups of people to understand their way of life, their problems, and their contributions to the community. Children learn to appreciate and accept the cultural contributions of these groups that may be different from their own. By understanding the people near them, children go a long way toward overcoming ignorance or prejudice in regard to any other group of people. Understanding becomes a basis for respect—respect for all groups of people. When children have a sincere attitude of respect for the people in their own community, they can comprehend a nation and a world in which all people can respect the rights of one another.

Group Responsibility and Ethical Standards

As the community school helps children understand people, it also helps them see that they are part of these people and have a responsibility to the group. A study of local government could be the beginning of a child's realization that he himself has a share in making his community the kind of place he wants it to be. Another child may observe that the people he admires are those who help the community. In any case, children see a need for their own contribution only as they understand that people must work together to make their community a good place to live. And children discover the kinds of contributions they can make as they and their teachers and the people of the community work together through the community school.

All children learn much from observation of the adults around them. In the community school children see their parents and neighbors meeting for recreation, study, and group discussions. They notice that adults are seeking answers to problems just as they and their schoolmates are. They find that adults have a good time when they come together to study. Thus children discover that learning is fun and that it brings results. Children see that people can learn as long as they want to learn.

The strongest influences in the character development of children are the home, the school, the church, and the gang. Too often these set up entirely different standards, and each is determined to make its own effect predominant. Through the community school, however, home, school, church, and gang are brought together for a common purpose. Cooperation for the

achievement of this purpose eliminates competition. Unified influences help children to comprehend more easily the relative standards of right and wrong. Children learn to use ethical standards in their daily living. They learn to accept responsibility for their decisions.

When home, school, church, and gang work together, an individual child has a chance to make decisions that will be acceptable to all. He is able to win the respect of his family and his own age-group at the same time. He may win success that both school and church will recognize while his family and his friends admire his achievement. A child who finds such unity in his world feels a reassuring sense of security. He is able to develop the personal strength and the inner poise that are necessary to a successful life.

Democracy In Action

Democratic ideals pervade all the work of the community school. The school is itself democratic. It works with the people of the community. It

cooperates with and coordinates the work of other educational agencies. It recognizes the abilities and the needs of people of all ages and of all groups.

The organization of the school itself is democratic. Pupils, teachers, administrators, and parents share in the planning and the work of the school. They cooperate as individuals with other people and with the various agencies of the community.

In a school of this type, children see democracy in action. They recognize its principles and they use its processes. They learn that democratic procedures achieve results. Once children have become skillful in attacking problems through group thinking, once they have learned that problems can be solved for the best interests of all by the combined efforts of all, they will never be content to tolerate autocratic infringement upon a democratic way of life. The community school can and does meet the need in the world today for teaching children the real meaning of democracy.

Child's World

By NORMA PAGE WINSTON

A CHILD OF SIX WITH CRAYONS THREE,
Creates a world of fantasy,
With gorgeous trees of bluest blue,
The strangest shapes that ever grew.

Bright houses gayly float in air,
Tied to earth by a straight-up chair,
Chimneys slanting queerly askew—
(Or so they seem to grown-up view.)

They belch green smoke like strands of wire,
Surely sent up from fairy fire.

A round spot of deep orange hue
Blasts out rays of red and blue.

Knobby children dance and bound
On curled-up toes that scarce touch ground.
All colors of his crayon range
Make beauty flamboyantly strange.

CHILD, YOU VISION WORLDS WE'VE FORGOT;
Have no laws, no dimensions, plot.
Unhampered by pattern, wholly free
To draw your world as your eyes see.



Modern Pioneers Study Their Community

By HERBERT B. MULFORD

FROM BIBLE DAYS DOWN THROUGH Schehrazade and the Arabian Nights and Kipling's India to mother's knee, the fascination to children of properly embellished historical tales is traditional. The absorptive potentials of the child's mind seem unlimited.

Add to these historical tales rich community resources dating from the days of the early French explorers and missionaries to the opening of the great west and there is unlimited wealth for absorption.

Wilmette, Illinois, is a residential suburb about fifteen miles north of the heart of Chicago. The roots of local history run back hundreds of years but the pioneers who brought a white settlement to the Ouilmette Indian Reservation incorporated the village just seventy-five years ago.

Today's village fathers thought this anniversary should be celebrated.

Throughout the year activities of all sorts were stimulated: parties, sermons, portable historical exhibits, art teas, pageants within the schools and in the lake-front open-air theater, concerts, scout activities, historical reading and the publication of newspaper stories.

Possibly the summer day-camp climaxed the celebration. Operated by the recreation board with the cooperation of the public library and local historical zealots the day-campers—Wilmette Pioneers—took daily journeys into the forest preserve. Weekly historical journeys stimulated by old tales of beach erosion, shipwrecks, portages from lake to rivers, Indian villages and trails still marked with "trail trees" filled many an hour. Sprinkled throughout the stories were references to civic origins which helped the children to understand the making of their community.



Photographs by Percy H. Prior, Jr.
and Betty Howell

At the library, reading local history
Time out for lunch



will
own
will
Do

ter
een
ack
ol-

the
en
T
en
ed
wit
one
y-
ods
wale.
gar.
for

said
to to
a girls
a girl-
ma was
in st,
tio te-
I
tio ng-
ma
dis up
wit X
enc
age il-
tin er.
ach

Ch
chat-
drithe
impre
othat
no ust
hacey
wa to
fornd
timin-

The Little Green Teacher in the Little Red Schoolhouse

Miss Neuber who teaches elementary education at The Pennsylvania State College, State College, Pennsylvania, tells of experiences her students had in teaching in one-room schools in nearby communities. What was intended to help the children in the schools proved of equal benefit to the student teachers, and gave them insight into community relationships.

THINGS HAD BEEN MOVING PEACE-fully and student growth had kept within regular academic channels until one day the girls suddenly declared they wanted to belong to a professional organization.

"We're going to be teachers," they said, "and we'd like to know how it feels to be 'professional.' We want to find a group that all teachers everywhere may join!"

They searched and found their group in student membership in the Association for Childhood Education.

For a short time the fun of organization seemed sufficient though tame; the magazine articles were interesting but disturbing; getting better acquainted with the faculty, professional but not enough! These youth, in this atomic age, wanted active participation in "setting things right."

Across the campus the Penn State Christian Association and, in town, a church youth group were feeling the drive to action. Bound by the same impelling interest, they found each other. Zeal mounted high! Plans had no limit! A crusade of helpfulness had begun! Like a flood of mighty water it was evidencing in trickles a foretaste of what might happen if legitimate channels were not soon built.

The problem was not, as is usually the case, to arouse interest but to temper the zeal into an approved social and professional course.

Where could we find help in locating a place for action?

"I believe the rural sociology department could help us. We were talking about community needs the other day," said one member. "Certainly a community near here needs help. Let's have a committee go and find out!"

This was the first step toward controlled and planned action.

Energy Finds Direction

The path from that committee report to the actual working out of the project was a long way. The girls came back from a visit to a nearby community and chats with several teachers, eager and impatient.

Yes, we agreed, the schools do need painting! No, the children are not having art. Of course, Miss X does not have time for music and stories! Why can't we do something about it? Here's work that needs to be done and we want to work. Why can't we get started?

Often the head knows what to do, and the heart can't wait. We saw that some outlet must be made for all this energy and interest to express

itself in action. This took the form of an evening meeting in which the school authorities, the directors, the teachers, interested faculty, the Red Cross nurse, the welfare worker and the three organizations met together for planning.

The students matured almost visibly during this meeting. They learned how to preside over a mixed assembly; how to present those in authority; how to ask for and accept suggestions, whether or not they were according to plans. They discerned the wisdom of finding out what the teachers felt they needed rather than superimposing their own ideas. And above all, they saw the fallacy of going around wanting to "improve" others. I gasped when the county psychologist said: "You must remember that by letting you come into the schools we are really giving you a great privilege. You'll have to be very careful if you ever hope to balance it."

Could the group take it—they who were bent on doing good? Could they come down from their crusading purpose and in humility accept this as a gift to improve themselves?

This was the lesson they needed to learn and they learned it through seeing and hearing the people who made up the other side of the project. The second mile had been passed.

Responsibility Is Assumed

It remained, still, to keep the joy and enthusiasm for teaching while arousing a sense of its responsibility. The Little Green Teacher must have thought and planned ahead before entering the Little Red Schoolhouse. What fun the girls had getting ready for their first visit!

"What should we say when we meet the children? Do you knock on the

door or just walk in? Since there will be two of us, should one sit down while the other one teaches? How will we learn the children's names? Do you think they'll like us?"

All must have gone well, for after those first visits the Little Green Teachers could hardly wait to go back the next week to the Little Red Schoolhouse.

So far it had been fun! Would the girls show just as much interest when there would be preparation and planning to be done; materials to be gotten together; and references to be looked up for art, music, recreation, and storytelling? Notebooks from methods courses were consulted like Bibles. Groups discussed songs and games for various age levels.

Then, gradually, children began to appear in their thinking and the girls were making choices in terms of children's interests and needs. This was actual practice in seeing children first, *then* finding games, stories, art materials that would help them.

"I found a boy today who won't sing. How can I help him?"

"My little Margie kept covering up her drawing. I think I'll ask Miss X about Margie's home."

"You know, I really believe the children have accepted me as a teacher. They actually listen to the stories each week."

This was the sort of purposeful chatter that filled the miles between the schools and the campus. The girls were learning that children are people; that their teacher, too, is a person and must have a place in the classroom. They learned how to use their voices, how to phrase their speech with children, and how to ask for the right kind of in-

formation about them. They learned to keep records of their work that would be helpful and intelligible to the girl who succeeded them. This was a real teaching situation and teachers never have taken it more seriously and yet so joyously.

Teaching Is Fun

How far we had come! Helping the one-room schoolhouse help itself. Three one-room schoolhouses served as the education workshop for a dozen teachers-to-be. The students, majors in elementary education, visited the schools once each week and taught art, music, and organized recreation. These experiences are not now a part of the curriculum and are intended to supplement regular work in the schoolroom.

The girls widened their concept of teaching-learning to include all their classes. Every course was vitalized. It was fun taking children's literature for there were real children waiting to hear the stories. Hours flew by in visual education as they struggled to master the intricacies of threading a projector.

"I've promised those children to have a film for them next week and I just can't let them down! Besides they have all their questions ready!"

Teaching-learning began to mean living together. Such small things as window shades became important for children's eyes and for added beauty to the school home. From the very first, the students had planned to paint. In their early enthusiasm they said, "We'll just go out next Saturday and paint."

Gradually, they learned to say, "Do you think the teachers and children would want us to paint the school? Do you think we should speak to the directors first?"

And then they found it was much more fun when everyone shared. The directors and neighbors gave brushes and scaffolding and the girls their weekends and the precious paint. Teaching began to include so many areas.

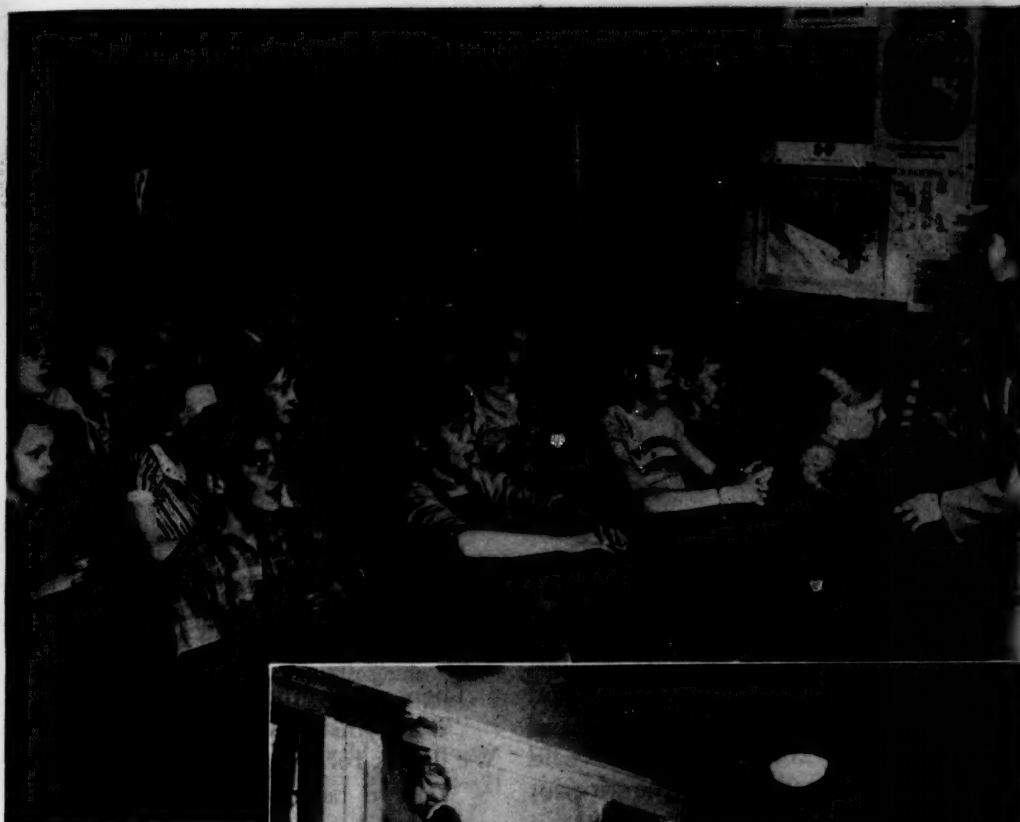
"Now that the walls look so nice, where can we put the children's pictures?" asked one teacher.

"Oh! I saw a good idea in art class. We can pin the pictures to a net."

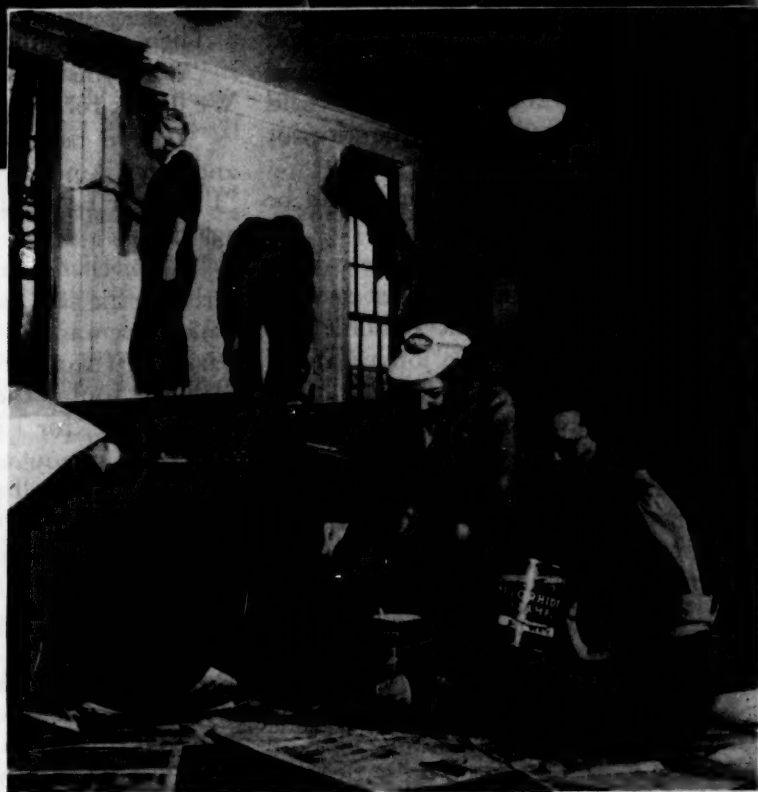


Getting ready
to show
a movie

*The Pennsylvania State College
Photographic Services*



**Singing
with the
student teacher**



**On a Saturday
afternoon
student teachers
paint
a one-room
country school**



Learning to play together and to know the meaning of good sportsmanship

So the teachers of experience and the teachers-to-be shared ideas and learnings, and the children's world grew. Spring came and the project ended.

"I never thought teaching would be so much fun."

"The thing that surprises me is having the children work together so well. They made me feel right at home!"

"Well, for me, I'm no longer afraid when I hear my own voice."

"This has been the happiest experience I've ever had."

So, the girls expressed themselves. Everybody was happy about the way the project was turning out. The school officials liked the idea and invited the girls back. The teachers who had a sizable number of pupils said they'd miss the visits.

"It's been good having you come in, girls. I've always wanted some ideas on art and I believe I can go on with what you have started."

Then, most important—the children! "Will you come back next year? We'll look for you!"

"You've been a very good teacher and very kind to me," said one boy. "I'll never be afraid to make a picture again."

"Well, that's that," said one of the girls on the last ride home. "When I look back and see how we planned to barge in, I wonder what ailed us! I'm glad we found the *long* way into the schoolhouse, for I really believe it's the only way if you want to stay."

"Yes! And all the friends we made getting acquainted with the school people, the community, the neighbors, the teachers, and children!"

"As for me," said the driver, "I guess I'm really learning what it means when we say 'Teaching-learning is a cooperative enterprise and all the individuals concerned therein are individuals in their own right and worthy of respect and consideration.'"

A Festival of Thankfulness

How an all-school Thanksgiving festival was planned and produced by the Curry School of the Woman's College, University of North Carolina, is described by Grace Van Dyke More, head, department of music education of the School of Music of the Woman's College.

FOR OTHER SCHOOLS INTERESTED IN an all-school celebration some explanation of how we planned and produced our Thanksgiving festival may be helpful:

With the exception of the first and second grades each grade chose a festival that was a part of the life of the people whose country and customs they were studying.

All songs were a part of the daily music study, and most of them were learned by all the children from third through sixth grade. When the festival was given, all children sang every song. In this way every child had an active part in a large portion of the festival, though each episode was rehearsed in private by the grade producing it.

The song "Thanks to Thee, Osirus" used in the Egyptian festival is entirely the work of the children: the words first, then the song made in a music period with many of the children making contributions and offering suggestions.

The Egyptian orchestra was mostly silent. After studying and discussing pictures of ancient Egyptian instruments, the children made replicas of several types of harps, flutes, lyres, and drums. Only the drums, cymbals, and sistrum had sound. All others were played in pantomime with the piano providing the necessary background. Correct holding of these instruments and proper gestures in playing them required more study of the pictures and much practice.

The dances were prepared in the physical education classes. In every case the children did as much of the planning and creating of the dance as possible. For example, the sixth grade studied many pictures of Greek friezes and dancers and did much experimenting to get correct postures, gestures, and tempo of movement.

Greek dress was studied and the costumes planned and made.

After much study of history and pictures the scene and dialogue of the Pilgrim episode were planned and written by the class that produced the episode. The first grade children took the parts of the Pilgrim children; the fifth graders, the adult Pilgrims.

All stage-settings were very simple and could be arranged and removed by the children.

With the program moving from episode to episode with only short interpolations by the narrator, the time required was about forty-five minutes. This is long enough for an elementary school program.

The Festival Program

Processional. "Come, Ye Thankful People, Come."¹

The children enter, except the fourth and sixth grades, led by the Pilgrim families from the fifth and first grades. All remain standing and continue singing until everyone is in his place. When all are seated and without announcement the narrator, standing at one side of the stage and dressed in dignified robes, begins reading from a scroll held in her hands.

Narrator: Relates the story of the early Jewish festival—the Feast of the Tabernacles which lasted seven days, and the story of the Egyptian harvest festival.

*Episode I. Egyptian Harvest Festival.*²
FOURTH GRADE.

¹ *Progressive Series Manual*. Vol. 2. New York: Silver Burdette Company. Page 303.

² *Processional*—"Oriental Melody," Op. 81, No. 4, Friml; *Dance*—"Oriental," Op. 7, No. 2, Amani. From *The Dance in Education*. By A. L. and L. Marsh. New York: A. S. Barnes Company, 1926. Pages 194, 205.

At the close of the reading, the music of the Egyptian processional begins. The fourth grade pupils come from the rear of the auditorium and down the center aisle in double file, carrying offerings in baskets and on trays.

The curtains open revealing the Egyptian orchestra at one side of the stage toward the rear and the facade of a temple at the other rear corner, with four priests in attendance. The processional continues until all are on the stage and have presented their offerings. At once the music for the dance begins, performed by six girls with offerings. At the close the dancers are kneeling before the temple holding up their gifts. All in the Egyptian scene join in singing "Thanks to Thee, Osirus."

Narrator: Relates the stories of the Chinese Moon Festival, the Roman festival in honor of Ceres, and two Greek festivals—Demeter and Dionysus.

*Episode II. Grecian Festivals.*³ SIXTH GRADE.

Curtains open as music begins and a group of sixth grade pupils interpret in dance the story of Demeter and Persephone.

Narrator: "Only women were allowed to take part in the festival of Demeter but when the grapes were harvested all the people came to lay their gifts upon rustic altars built to Dionysus, the god of the vine and of agriculture and lover of the dance."

A large group of sixth grade boys and girls come down the center aisle and on to the stage where a stone mound-like altar is in the center. The procession of Dionysus proceeds around the altar and the scene concludes with dancing. At the close the dancers are posed about the altar and across the stage as in a Greek frieze.

Narrator: Tells how the people of Czechoslovakia, Poland, Lithuania and Hungary celebrated the harvest season. Describes the old English "Queen of the Harvest."

*Episode III. Harvest Home In Old England.*⁴ SECOND GRADE.

As the curtains open, gay music brings ten to sixteen children on stage. Standing in two rows they face each other. They sing and play "The Farmer" while all children in the audience sing with them. At the close of their game they leave the stage.

At once the music of "Harvest Home" begins. Led by a piper sixteen boys and girls as English harvesters enter dancing gaily about a cart of hay on which sits a boy holding aloft a

doll—the Queen of the Harvest—made of the last sheaf of wheat. At the close of the song, part of the group forms a circle about the cart and dances the English Harvesters' dance.

Narrator: "All American Indian tribes looked to a Great Spirit or Manitou as the giver of good things. They also looked to other gods for special help and in honor of these gods held celebrations, giving thanks for answers to their prayers. The harvest season was celebrated with dances and feasts in honor of Atira, the mother of corn who each year brought forth life in the fields."

*Episode IV. Harvest Festival in an Indian Village.*⁵ THIRD GRADE.

With the curtains closed, the music of "Sung at Harvest" begins. The third grade children in Indian dress come from the audience to the steps at the sides of the stage. Two Indian drummers take places on stage, the drummers playing with piano accompaniment. The curtains open revealing a campfire. An Indian chief, a boy soloist, sings "Sung at Harvest" while Indian children come on stage and sit in a circle around the campfire. At the close of his solo, all in the audience repeat the first stanza. The chief prays to Manitou, the Mighty, and the Indians sing "O Atira, Mother of Corn, We Offer Thanks."

The chief steps back, the corn dance with drum and piano accompaniment is performed with the Indians joining the audience at the end.

Narrator: Tells the Pilgrim story.

³ Dance—Story of Demeter and Persephone "Springtime in Hellas." Leo Delibes. From *Natural Rhythms and Dances*. By G. K. Colby. New York: A. S. Barnes Company, 1926. Page 65.

Procession of Dionysus "Invocation of Orpheus." Peri. From *Singing Youth*. By C. H. Farnsworth and others. (Editors) New York: C. C. Birchard and Company, 1935. Page 52.

⁴ English singing game—"The Farmer." From *First Year Music*. By Hollis Dann. New York: American Book Company. Page 86.

"Harvest Song." From *Children's Carols for all Occasions*. By E. Marzo. (Compiler) Cincinnati, Ohio: Willis Music Company. Page 36.

"English Harvesters' Dance." *Folk Dance Book*. By C. W. Crampton. (Compiler) New York: A. S. Barnes Company, 1920. Page 8.

⁵ Gathering of the tribe—"Sung at Harvest Time." From *Songs of Many Lands*. World of Music Series. By Maybelle Glenn and others. (Editors) Boston: Ginn and Company, 1943. Page 42.

Dance—"Corn Dance." From *Indian Games and Dances With Native Songs*. By Alice C. Fletcher. Boston: C. C. Birchard and Company, 1917. Page 39.

*Episode V. An Early Pilgrim Thanksgiving.*⁴
FIFTH and FIRST GRADES.

Curtains open on stage empty except for a long table at the rear, heaped with fruits and vegetables. Three Pilgrim women are busy about the table, arranging the food. As they work they talk about the beautiful day, their many blessings, and whether or not the Indians will come to worship.

Off-stage sounds the roll of a drum—the call to worship. Two guards with muskets enter and take places near front and at sides. The Elder enters from left and the Pilgrims, by families, from the right. A group of Indian braves enters from left and stands at back as if watching from a distance. The service begins with singing "Shout to Jehovah," the reading of the ninety-fifth Psalm, and the Elder's prayer. The service concludes with the singing of "Dundee."

⁴"Shout to Jehovah" (Old Hundred) From *Music Hour*, Book 3. By O. McConathy and others. (Editors) New York: Silver Burdette Company, 1930. Page 27.

"Dundee." From *American Song Book*. Chicago: Hall and McCreary. Page 38.

Narrator: Reads Thanksgiving proclamation of a former North Carolina governor.

Recessional. "Now Thank We All Our God."⁷

The recessional is led by the Pilgrims with the other children following in the order of their entrance.

No festival need be a cut-and-dried affair. The episodes described here are the most obvious ones and easiest for the children to work with. Research would bring to light others just as interesting and colorful. Other appropriate songs can be used, and other music for the dances.

We present this Festival of Thankfulness as a suggestion of what can be done and hope that others will find its content helpful as they plan their Thanksgiving celebrations.

⁷Recessional—From *Singing Youth*. By C. H. Farnsworth and others. (Editors) Boston: C. C. Birchard and Company, 1935. Page 18, complete edition.



Gedge Harmon

N.A.N.E. National Convention

The National Association of Nursery Education held its biennial convention at San Francisco August 26-30. The following report of the convention has been prepared by Mrs. Castellanos, department of nursery education, Mills College, Oakland, California. The report was obtained through the courtesy of Lovisa Wagoner, publicity chairman for the meeting, and head, department of child development, Mills College.

PROGRESS MADE IN THE CARE AND EDUCATION of young children in the last twenty-five years, and the great distance we still have to go in providing an adequate childhood for all American children was the subject of the opening address. It was, in a sense, the theme of the entire conference.

James Hymes, president of the Association, made an eloquent plea for the provision of nursery education for all children. He urged that such opportunities be not limited to the families of working mothers nor to those able to afford considerable fees but be extended to the whole population. He cited the eagerness with which parents seek the best of guidance for themselves and their young children.

The expectation of American parents that their children will pass beyond them was stressed by Ruth Benedict as being one of the promising aspects of our culture upon which nursery schools may build. She analyzed the functions of the nursery school in American society as an anthropologist sees it.

Education, defined by Miss Benedict as a strategem by which people become habituated in body and mind to the particular society in which they live, must, however, identify itself with the changing character of society which is never static. Thus the nursery school may act contrary to the prevailing current of American life when it emphasizes the value of the education of children by their peers as contrasted with education by adults. Or when it tends to break down the distinction between "expert" and "layman" in establishing a close, cooperating relationship between teacher and parent. When it stresses the use of "appropriate" tools and techniques and encourages the individual to regard the world predominantly as non-hostile, it is underlining values already accepted by our civilization.

Miss Benedict felt that the nursery school could serve its most useful functions in helping to develop in children skills in personal relationships as contrasted with the "thing relationships" usually dominant in our culture, and in acting as "crisis ceremonial" to assist children in the transition from intimate family life to the public school.

A remark of Miss Benedict's stimulated lively debate in the discussion sections which followed the general meetings. She stated that nursery school teachers should not feel guilty in using necessary authority in the guidance of young children, as compared with a "laissez-faire" policy. Some disputants interpreted her statement as an endorsement of traditional authoritarianism in teaching. Others understood her to imply an assumption, by the teacher, of responsibilities in regard to conduct which the child in our culture has not as yet been prepared to assume.

Parent-Teacher Cooperation

Closer relationships between parents and teachers of young children was a subject of general interest throughout the conference. It recurred for profitable discussion in many of the section and group meetings. It was recognized that such cooperation involves many problems. Helpful suggestions were offered on ways of facilitating mutual understanding and confidence between parent and teacher, the definition of the different roles of teacher and parent, the planning of various forms of parent education by the teacher and vice versa, devices for the inclusion of fathers in such a program.

The importance of careful observation of children was brought out in several reports on the psychological development of children, including those by Erik Erikson and Werner Wolff. The deeper implications of specific

forms of behavior, the varying significance of any given pattern in different children, the differences between children and adults, and the extreme complexity of factors influencing the responses of children imply the necessity on the part of teacher, parent, and therapists to study carefully every phase of a child's development and environment. Guidance should be based on the needs gradually revealed by the child himself.

The growth of parent cooperative nursery schools was generally heralded as a significant and promising new phase of the nursery school movement. The inspection and guidance of such groups has come to occupy a considerable portion of the efforts of the State Department of Education of Connecticut, according to one of three reports on state programs for preschool children. It received, during a period of one and one-half years, one hundred requests for information on the starting of parent cooperatives, and one hundred additional requests for approval of schools already in operation.

Special Phases

Carol Jensen summarized the work being done for children with cerebral palsy by the State of California, which in 1945 appropriated one million dollars for the education of children with this handicap.

The need for more teachers of high personal and professional calibre with aptitude, insight, and well-rounded training to carry out proposed programs for both normal and handicapped children was emphasized repeatedly.

The need for further understanding on the part of the public of the needs of young chil-

dren for all kinds of health, educational, and welfare services was pointed out. It was recognized that high quality is essential to the general acceptance of such services on a universal scale.

Unified Action for All Children

Myra Woodruff, official representative of the Association for Childhood Education, cited the cooperation between A.C.E. and N.A.N.E. in promoting the welfare of young children as an admirable example of the unity which can be achieved.

An example of an experimental training and research program which will demonstrate the possibilities of comprehensive and integrated community services for the health and welfare of children was described by Miriam Lowenberg. She reported on the Rochester Child Health Project of which she is nutritional supervisor. This program is operated by the Mayo Clinic under the general direction of C. A. Aldrich. The public health, welfare, and educational authorities of Rochester-Olmstead County are studying and guiding the development of a group of children from birth to maturity through community facilities in these fields.

The extension of our concern to children of other lands was the fitting subject of the closing address of the convention. Ernest Osborne, in reporting on the children of China, appealed for continued efforts to better the condition of children throughout the world. "If we are able," said Mr. Osborne, "to make for richer and fuller, happier and more satisfying lives of people when they are children, we shall be making a very direct contribution to world peace."

Association for Childhood Education Fifty-sixth Annual Study Conference St. Louis, Missouri • April 19 - 23, 1948

Theme - Democratic Education:

The Hope of the World

Headquarters: Hotel Jefferson

Watch future issues for program announcement

Books FOR TEACHERS . . .

WHEN PEOPLES MEET. A Study in Race and Culture Contacts. (*Revised Edition*). Edited by Alain Locke and Bernhard J. Stern. New York: Hinds, Hayden and Eldredge, Inc. Pp. 825. \$3.75.

When Peoples Meet is an extraordinary book. In it eighty-five eminent scholars analyze the whole area of group relations in this nation and all over the world. Alain Locke and Bernhard Stern, the editors, have collected and interpreted the most scientific and authoritative literature on the crucial conflict problems of national, ethnic, and cultural groups.

This new, revised edition brings the material up to date, through the period of World War II, and analyzes the present status of majority-minority group relations.

In the analysis of the war crisis period the editors prudently reveal that the Second World War was not the cause of the present critical intensification of group conflict problems but rather an increased manifestation of previously existing conflicts. They point out that the war crisis merely aggravated the present-day problems of the American Negro, of the Jew in Europe, and of the colonial people in Africa and the Far East; that it simply revealed the basic common causes of the problems; that it has posed these problems even more dramatically and crucially for immediate consideration and solution.

Further, the new *When Peoples Meet* poignantly makes clear that minority problems, in addition to acquiring a new urgency and centrality, have been set in a new perspective and a new frame of reference. The new perspective is a now inescapable international context. It is seen to have real and grave international reverberations.

This new understanding of the connection between current social and international problems and the direction of the world revolution now going on is a significant step forward indeed. The problem of the Negro in America, like the problem of the Negro in Africa or that of the natives of the Netherlands East Indies, is a phase of the longings of a billion colored colonial people the world round. When these

problems are raised, white men feel guilt, panic, anxiety, tension. They feel the essential loneliness of a position built upon an ancient greed and a present exploitation.

When Peoples Meet makes piercingly clear that the colonial problem, the Negro problem, the problem of dislocated peoples everywhere is the white man's problem. It is the problem of freedom everywhere. Citizens, students, teachers, parents, now more than ever before, need to begin to deal with the problems here at home wherever they are. They need accurate knowledge about group relations, for on such knowledge depends quite simply the future of our world.

Here is stimulation to reflective thinking and to value judgments which are of prime importance if people are to have a sense of direction and responsibility on the most momentous issues of this critical period. Here is a work for the teacher who is concerned very deeply about the problems of discrimination and intolerance which infect America, and who needs all the help and devotion he can bring to make brotherhood and justice live.—STUART PALMER, *Instructor in World Civilization, United States Merchant Marine Academy, Kings Point, N. Y.*

SUPERVISION. *Democratic Leadership in the Improvement of Learning.* (*Second Edition*) By A. S. Barr and others. New York: D. Appleton-Century Company. Pp. 879. \$5.

To one about to undertake the Herculean task of supervision, this book will be a constant source of strength. Its four parts give background, setting, modes of improvement, and evaluations of the system to be supervised.

In viewing background we see "a shifting of emphasis from improvement of teachers to improvement of the whole learning situation and the aim to develop basic understanding with staff—not a code of special devices." The authors remind us "that no other enterprise is attempted without planning, hence the complicated job of supervision is in need of careful planning;" that the ultimate supervisory program to be effective should be derived from a careful teacher-pupil study of your situation.

THE importance of personalized objectives in program planning and the often omitted scrutiny of the behavior of the schools' products outside the school are two vital phases emphasized in the second portion of the volume. In summarizing the factors causing deficiency in school growth the authors give us five distinct categories into which students fall and which, if understood by supervisors, would help in future planning.

That educators fail to make distinction between "definite mental inadequacy and seeming lack of mental ability" is a challenging statement. As a corollary the diagnosis of pupil difficulty should only be as detailed as necessary to reveal the nature of disability. How often we lose sight of the problem in wading through unnecessary data about pupils.

The ultimate measure of effectiveness of supervision, program, and curriculum is: do they induce desired changes and use resources within the setting to which they are applied?

Throughout, there is an emphasis on the individual and his needs: First, the pupil with suggestions for considering his grouping, instruction and remedial needs; then the teacher "as a personality, an organic whole not a collection of traits."

The suggestions for curriculum likewise stress the individual needs, "not a curriculum designed for adults or children who do not participate in the designing."

Of paramount assistance to a supervisor is the three-fold summary of evaluation of his leadership: changes of teaching procedure, appraisal of documentary evidence, and appraisal of personnel.

The clever caricatures and incorporation of analyses made by other authors broaden the scope and strengthen the point of view presented.—BEATRICE HURLEY.

GROWTH AND LEARNING IN THE ELEMENTARY SCHOOL. By Albert J. Huggett and Cecil V. Millard. Boston: D. C. Heath and Company. Pp. 414. \$3.

Unlike many educational psychology books which are mainly organized on a subject-matter classification, *Growth and Learning in the Elementary School* is devoted to "the idea of bringing to the teacher of the elementary child a better understanding of that child, a knowledge of pertinent late research dealing with curricula for meeting the needs of that child,

and a review of methodology designed to make effective reactions between child and curriculum."

The first part of the book "The Structure and Organization of Elementary School Practices" is a brief review of the history of education. It traces the change of emphasis on education as a preparation for life in the hereafter to the present-day realization that education is a part of and must be built upon normal life interests, needs, and activities. The favorable and unfavorable aspects of various plans of school organization—the Winnetka Plan, the Dalton Plan, the California Program, the Alabama Elementary Program—are presented. The authors say that a good teacher can make any plan work; a poor one could not succeed with the best that could be devised.

In the modern school, responsibility is continually shifting from the teacher to the pupils, according to the degree of maturity of the group. The teacher becomes a guide and counsellor, and the child is an active participant in planning, executing, and evaluating. Children learn facts and skill subjects, but they learn them as the need for them arises to attain goals that the children have helped to set up.

In the second part "Subject Matter for Growth and Learning" the authors point out the correlation between physical growth and the learning of subject-matter; the importance of correlating one subject with another, and the importance of basing learning on activities and experiences, interests and needs of the child in an atmosphere where there is opportunity for freedom, mobility, self-expression, creative activity and flexibility. "Drill is not to be neglected as need is shown in connection with actual situations."

Utilizing the community in which the child lives is helpful and "tends to develop learning experiences in relation to life as the child lives it." To the authors, the physical, the emotional, the intellectual, and the social activities are all aspects of living so closely united that they cannot be separated except for purposes of analysis and discussion.

This book would be extremely helpful to both beginning and experienced teachers. Its usefulness is enhanced by outlines of classroom procedure, samples of records and reports, illustrations, generous footnotes and specific references.—RUTH MULLER, *Teacher, Walden School, New York City.*

Books FOR CHILDREN . . .

THE LITTLE ISLAND. By Golden MacDonald. Illustrated by Leonard Weisgard. New York: Doubleday and Company. Unpaged. \$2.50.

The Caldecott Medal for the best illustrated children's book published in 1946 was awarded to Leonard Weisgard. Whether or not the reader has had the delightful experience of spending some time on a little island in the ocean makes no difference. Both the text and the pictures in this book are so well done that one can experience it vicariously. Birds, spiders, lobsters, seals, kingfishers, gulls, butterflies, her- ring, mackerel, and fireflies live on the rocky coast, in the water or in the woods. These creatures romp through the four seasons and one just feels the atmosphere of each as he turns the colorful, interpretive pages.

MISS HICKORY. By Carolyn Sherwin Bailey. Lithographs by Ruth Gannett. New York: Viking Press. Pp. 120. \$2.50.

The Newbery Medal for the best children's book published in 1946 has been awarded to Miss Bailey for her story of Miss Hickory.

Miss Hickory is a sharp-tongued New England spinster whose head is a hickory nut while her body is made of applewood. As Mrs. Bailey so aptly puts it, "Many persons looking first at Miss Hickory would have said that she was a country doll, made by Miss Ketmak who kept the notions' store in Hillsborough and given to Ann. But not you or I. The tilt of her sharp little nose, her pursed mouth and her keen eyes were not those of a doll. You and I would have known Miss Hickory as the real person that she was."

Miss Hickory's adventures with the creatures of the woods will be most illuminating to many city children and to country children a perfect joy, for they will feel a oneness with them. The chapter "Now Christmas Comes" is delightful in the way it assembles the wood's folk in the barn on Christmas Eve. One feels much nearer to the creatures of the woods after living through the experiences they have.

This tale, a mixture of fact and fantasy, will appeal to children who love the out-of-doors and have some imagination.

BONNY'S BOY. By F. E. Rechner. Illustrated by Marguerite Kirmse. Philadelphia: John C. Winston Company. Pp. 266. \$2.

This story is about a young cocker spaniel named Bonny's Boy, from his puppyhood days up to the time when he won the first prize at the Madison Square Garden Dog Show.

It begins with a startling incident which happens when Bonny's master, Nat Edwards, is overseas. Bonny has a boy puppy and shortly afterwards dies. Davy, Nat's brother, decides to raise Bonny's Boy like Bonny so that when Nat comes home he will not miss Bonny so much.

The story tells how the whole town is behind Bonny's Boy and his master in their fight against Mr. Hooker, an old meanie, who wants Bonny's Boy, since he is a champion, for his own. The book ends with an exciting climax in which Bonny's Boy helps to make an everlasting friendship between Davy and Mr. Hooker.

I am sure that all boys and girls reading this story will enjoy it for I know that it held my interest from beginning to end.—Reviewed by SHIRLEY LASCH (age eleven).

THE LITTLE FIRE ENGINE. Text and pictures by Lois Lenski. New York: Oxford University Press. Unpaged. \$1.

"To Mr. Small's many friends all over the country who wanted him to have a fire engine, this book is affectionately dedicated." Each time Lois Lenski does a new book about the beloved Mr. Small there is great rejoicing among children. The pictures complement the text and on a small child's level give an accurate, vivid impression of a fireman, the fire engine, and all of the apparatus that is used in putting out fires. This is a valuable addition to the social studies curriculum for four-to seven-year-olds.

STEPHEN, BOY OF THE MOUNTAIN. By Amy Morris Lillie. Illustrated by Nedda Walker. New York: E. P. Dutton. Pp. 189. \$2.50.

Stephen, a greatly afflicted Greek boy, was made whole again by Jesus of Nazareth. The social, historical and geographical background of Moses' time is cleverly and exquisitely portrayed. This book is a subtle contribution to understanding the love and power of the Christ.

Bulletins AND PAMPHLETS . . .

Human Growth and Development Through the Language Arts

Three recent bulletins emphasize the significance of language in the development of the child as a social being. Their wide variation in aspect and treatment and their similarity in seeing language as a process rather than as a subject are interesting to note.

THE LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN. By Ruth G. Strickland. *Bulletin of the School of Education, Indiana University.* Vol. 23, No. 2. Bloomington, Indiana: Indiana University Bookstore, Pp. 31. Fifty cents.

"The purpose of this bulletin is to gather together some of the thoughts and findings of students of language and child development and to present them for the consideration of parents and teachers," says the author.

Included in the comprehensive scope of this study are brief and concise sections on the function of language and speech; growth in language power; language and interest in things, events, personal and impersonal relationships, and the development of appreciations, attitudes, and ideals.

Two sections are extremely challenging: "The Use of Language in Classroom Teaching" focuses attention upon the common weakness of education called the "accent on verbalism" "Some Social Aspects of Language" considers language as a social instrument.

Teachers will find this bulletin thought-provoking and perhaps a stimulus to further study in their daily living with children.

READING LADDERS FOR HUMAN RELATIONS. Prepared by the Cleveland Reading Ladders Committee. Margaret M. Heaton, Chairman, *Intergroup Education in Cooperating Schools.* Washington 6, D. C.: American Council on Education, 744 Jackson Place, N. W. Pp. 67. \$1.

This publication contains materials useful to teachers exploring new approaches, new techniques, new materials, and ways of mobilizing school and community resources for improving education for human and group relations.

The committee thought of books, first, as a means of developing understanding and appreciation of common needs and values. Second, as a means of sensitizing young people to differences between people, differences of opportunity, cultural values and expectations. The books were assembled around major themes: Patterns of Family Life, Rural-Urban Contrasts, Economic Differences, Differences Between Generations, Adjustment in New Places and Situations, How It Feels to Grow Up, Belonging to Groups, and Experiences of Acceptance and Rejection.

The ladders are presented in two sections: annotated books which contain pertinent illustrations of the theme under consideration and an over-all list which provides teachers with a larger choice of the same theme.

The committee is to be congratulated not only upon the excellence of the material but upon its generosity in sharing valuable developmental procedures and sources with others, thereby increasing to some extent the number of participants in its study.

FOUNDATIONS OF THE READING PROGRAM. By Emmett Albert Betts. Philadelphia, Pennsylvania: The Reading Clinic, Temple University. Pp. 13. Thirty-five cents.

Emmett Betts bases an evaluation of modern aids in the teaching of reading upon a statement of premises for education in a democracy. These seven premises are worthy of consideration and are quoted out of context:

The chief goal of education is personality development. Reading is only one aid to learning.

Reading is a facet of language.

Reading is a process of reconstructing the facts or experience behind the symbols.

Reading is a social tool.

At any one grade or age level children vary widely in their levels of achievement, needs, capacities, and interests.

Reading skills, abilities, and attitudes may be developed through different types of approaches, depending upon the nature of the learner's problem and the competence of the teacher.

Clarifying the term "retardation in reading" is attempted by describing two general types of

reading problems: individuals whose hearing comprehension exceeds their visual or reading comprehension, and those who pronounce words rhythmically without understanding. Types of reading programs are designated as developmental, corrective, and remedial. Each is described in some detail. The bulletin closes with a discussion of teaching procedures and an analysis of reading problems.

Teachers will find in this bulletin a point of view which sees reading as a social tool and a description of techniques which will help make boys and girls competent in using this tool.

Source Materials in Science

Teachers are inveterate explorers of good source materials. Two illustrations from one important source are reviewed.

MICROBES. By Lois M. Hutchings. *Cornell Rural School Leaflet. Children's Number, Vol. 40, Number 3. Ithaca, New York: New York State College of Agriculture, Cornell University. Pp. 31. Price not given.*

This bulletin was prepared especially for children in grades four, five and above. The context is readable and exciting. The adequate pictures, diagrams, and other graphic presentations should stimulate an experimental approach to learning. The experiments described have been developed in a laboratory situation with children. A few well-selected references are provided to stimulate further reading.

SALAMANDERS, TOADS, AND FROGS. By E. Laurence Palmer. *Cornell Rural School Leaflet. Vol. 40, Number 4. Ithaca, New York: New York State College of Agriculture, Cornell University. Pp. 32. Price not given.*

How to differentiate between these animals and popular misconceptions and practical information about them are included in this leaflet. Children will find it fascinating reading, especially in a functional situation which demands adequate care of animals and opportunities for firsthand observations. Nines and tens will be spurred in their collecting urge and toward a scientific study of amphibians.

Working Together

People everywhere are concerned with developing more effective ways of working together. The reviews which follow report cooperative efforts of an educational organization, a university experimental staff, and a public school curriculum bureau.

WE WORK TOGETHER. Edited by Ina K. Dillon. *Chairman of Education and Research, California Association for Childhood Education. Los Angeles, California: University of California. Pp. 50. Price not given.*

This bulletin describes through narration, case studies, records, and reports actual practices in working together for and with children on different learning levels: nursery school, kindergarten, elementary school, and adult groups, both lay and professional. Good graphic materials help to interpret many of the practices described and the suggestions offered.

Teachers as well as parents will find in this bulletin stimulus in initiating cooperative action for children.

COOPERATIVE PLANNING IN EDUCATION. A Guide to Study and Experimentation. By the Cooperative Planning Committee of the Horace Mann-Lincoln Institute of School Experimentation. *New York: Bureau of Publications, Teachers College, Columbia University. Pp. 37. Price not given.*

The guide suggests approaches to a study of cooperative planning, gives a brief send-off on each approach, and tells where groups can get more help. It lists some things people working in the area of cooperative planning wish they knew more about, suggests some things to try, and shows some ways to keep track of and judge what the members of the group learned when they made the trial.

Like the Reading Ladders reviewed above, this bulletin is a sharing of a committee's work in progress rather than a report of a completed study. For those deeply concerned with this problem, an invitation is extended to become active participants in the Institute's study.

WE SHALL GROW GREATER AND STRONGER AS WE GROW TOWARD BROTHERHOOD, recognizing in our actions and in our attitudes the basic principle, both human and divine, that all men are brothers.—JOHN W. NASON.

By MARY E. LEEPER

News HERE AND THERE . . .

New A.C.E. Branches

Anderson County Association for Childhood Education, Texas.

Brazoport Area Association for Childhood Education, Texas.

Racine Association for Childhood Education, Wisconsin.

International Council of Religious Education

Of special significance to all who are appreciative of the need for cooperative effort among the institutions concerned with child development was the Children's Work Conference of the International Council of Religious Education at Des Moines, July 20-23. In spirit, content, and techniques this conference represented a high level of effort in the cause of "Children Everywhere." There were present approximately three hundred fifty delegates representing twenty Protestant denominations of all states in the United States and of Canada.

Agnes Snyder, who was a conference speaker and also represented A.C.E., writes as follows:

I found myself at home immediately as I listened to one of the main addresses by Hazel Lewis in which needs for children were set forth with the same approach familiar to all of us workers in childhood education. The topics of the study groups, similarly, rang familiar notes as discussion centered around the continuity of growth, maturity levels, the nature of learning and of authority, the development of personality, cooperation among community agencies, ways of promoting world peace, the teacher's continuous spiritual growth, the development of leadership in children's work.

The theme "Children Everywhere" rose to a climax in the closing meeting in a simple but moving candle ceremony. Delegates represented children from East and West and led the assembly in a litany to "Our Father, for Children Everywhere."

The conference points the way both to further cooperation of the Association for Childhood Education with the International Council of Religious Education and other organizations interested in the many aspects of child development.

The work of the Des Moines Conference will be the basis for further development in regional conferences in thirty cities in ten areas. Those interested in attending any of these meetings should write to International Council of Religious Education, 203 North Wabash Avenue, Chicago 1, Illinois.

Children's Rare Books

The Free Library of Philadelphia has recently received a valuable gift of early American children's books from A. S. W. Rosenbach, a rare book dealer. The collection of eight hundred sixteen imprints dates from 1682 to 1835.

No comparable collection exists, it is said, for many of the volumes are the only known copies. Dr. Rosenbach inherited the nucleus of the collection from his uncle, Moses Pollock, a publisher, about 1900, and has been adding to it for almost half a century. Valuable items include *The Rule of the New Creatures* (1682), *The History of Little Goody Two-Shoes* (1775), the only known copy of the first edition of a famous nursery classic, and *The Comic Adventures of Old Mother Hubbard and Her Dog* (1825).

American Toy Institute

The American Toy Institute has been organized as the research division of the Toy Manufacturers of the U.S.A. It is announced that the Institute will act as a clearing center for research now being conducted by American Manufacturers and educators to improve the play value and quality of toys; to assure the highest standards of safety, sanitation, and durability for toys, and to determine the type of playthings best suited to the interests and capabilities of each age level.

The Institute will seek to inform consumers, retailers, and American manufacturers about significant developments in the field of toy research.

Ruth Millard is director of the American Toy Institute; Grace Langdon, the child development adviser, and Lillian Rifkin, adviser on toy testing. Headquarters of the American Toy Institute is 200 Fifth Avenue, New York, N. Y.

Summer Meetings

Kindergarten-Primary Department of the National Education Association. Members of this department met for two sessions in Cincinnati, July 7, during the annual meeting of the N.E.A. The topics considered were "Understanding the Individual Child" and "Legislation Affecting Childhood Education."

The following officers were elected to serve for the coming year:

President: Mildred B. Moss
Metuchen, New Jersey
Secretary: Kate S. Brewster
Nutley, New Jersey

Nursery School Association of Great Britain. The Association held its annual meeting May 3 in London at the Royal Institute of British Architects. Primarily a business session the members agreed to change the name to "The Nursery School Association of Great Britain and Northern Ireland."

The 1947 Easter conference of the Association was held in Geneva at the International Bureau of Education. Members and friends were welcomed from Australia, Austria, Belgium, Ceylon, Czechoslovakia, Holland, India, New Guinea, Norway and Switzerland.

The following comment is taken from the June *News Letter* of the Association :

Thanks to the untiring efforts of the International Bureau of Education, in collaboration with Professor Piaget, Professor Dottrens and his staff, and Mlle. Duparc of the Maison des Petits, we enjoyed a most stimulating series of addresses which were followed by visits of observation to the schools in Geneva.

New and challenging ideas were presented to us in the field of research. Miss Marie Butts, in two forceful and convincing addresses, showed how the activities of the International Bureau of Education had been the means of gathering and propagating progressive methods of education in the last three decades, and how the future work of UNESCO should carry this on.

Visits were made to the International Red Cross, the International Labour Office, and the United Nations' building. Added to this, there were two excellent expeditions to Chateau D'Oex and the Gruyere, and to Chamonix.

Pediatricians Meet. The Fifth International Congress of Pediatrics convened in New York City in July, with the theme "Saving Children."

Fifteen hundred child specialists from sixty different nations registered. Physicians from war-devastated Europe, China, and India gave firsthand accounts of the lack of food, adequate housing and other needs that make for a healthful, happy childhood.

The last meeting of the Congress was held in Rome in 1937. It is planned to hold the Sixth Congress in 1950 at Zurich and Geneva.

International Union for Child Welfare. At the call of the Union there was held in Geneva, Switzerland, May 1 and 2, a study conference on "Juvenile Delinquency in Some European Countries." No attempt was made to have all countries represented. The object was to bring together a small group to discuss in what way and to what extent the war had influenced juvenile delinquency and antisocial behaviors of children and young people; whether the situation had automatically improved with the return to more normal conditions; whether the methods

of treatment and prevention used before the war were still effective or had to be changed in order to answer new needs.

The conference was attended by thirty-one experts from twelve countries. There were seven juvenile court judges, seven psychiatrists or medicopsychologists, eight lay psychologists or educationists and nine social workers or administrators, all of them experienced in the treatment of young offenders or in the prevention of juvenile delinquency.

The following statements are taken from a report by Mrs. Small in the June issue of *The World's Children*:

From the discussions, it appeared that in all European countries, including those which remained neutral, there had been a marked increase in juvenile delinquency owing to the war, but in Western and Northern countries, the peak was reached in 1943 with figures roughly three times those of pre-war, whilst in Italy and Central Europe the curve seemed to be still rising.

From French and Dutch sources came interesting figures showing that the fundamental causes of juvenile delinquency remain the same in war-time as in peacetime. Disintegration of family life, economic stress, unbalanced emotional life, bad companionship, and so on play their role to the same degree.

Mme. Vajkai (Hungary) asked how to deal with youngsters who were deported to Germany as potential workers, who were not acquainted with all the hardships of labour camp life and are returning embittered and disillusioned to the economic chaos of their native country.

Most delegates expressed the desire that UNESCO should take some action in the matter. They also emphasized the necessity for the International Union for Child Welfare to set up some permanent body to study the question further, to collect and distribute information, and to stimulate action on the national and international levels.

World Organization of the Teaching Profession. This group, organized a year ago at Endicott, N. Y., under the sponsorship of the National Education Association, held its second meeting in Glasgow, Scotland, August 7 to 13. To date fourteen organizations in eleven countries have joined the World Organization of the Teaching Profession. William Carr of the Educational Policies Commission and Glenn Snow, President of the National Education Association, were present.

News of Norwegian Friends

A.C.E. friends of Miss Halvorsen, Miss Idsoe and Miss Iversen, three of the Norwegian teachers who studied in the United States in 1945-46, will be interested in this excerpt from a letter received at A.C.E. Headquarters from Ruth Halvorsen:

(Continued on page 150)

These are VIKING JUNIOR BOOKS for 1947

(Complete Check List)

RAMBLING THE CLOWN Written and ill. by Georges Schreiber
Ages 4-9 \$2.00

'LIZBETH ANN'S GOAT By Mary Virginia Provines. Ill. by Grace Paull
Ages 5-8 \$2.00

NICKY'S BUGLE Written and ill. by Jane Rietveld
Ages 7-10 \$2.00

MANY MANSIONS By Jessie Orten Jones. Ill. by Lynd Ward
Ages 4-12 \$4.50

OLEY: THE SEA MONSTER Written and ill. by Marie Hall Ets
Prize winner, Picture Book Group, N. Y. Herald Tribune Children's Spring Book Festival
Ages 7-11 \$1.50

THE STORY OF PAMELA Written and ill. by Mabel Jones Woodbury
Ages 7-10 \$1.50

MOUNTAIN BOY By Thelma Harrington Bell. Ill. by Corydon Bell
Ages 7-10 \$2.00

PANCAKES-PARIS By Claire Muchet Bishop. Ill. by Georges Schreiber
Prize winner, medium-age group, N. Y. Herald Tribune Children's Spring Book Festival
Ages 7-10 \$2.00

THE LITTLE FARM IN THE BIG CITY Written and ill. by Erick Berry
Ages 7-11 \$1.50

MUSIC TIME By Evelyn H. Hunt. Ill. by Eileen Evans
Ages 3-6 \$2.50

JASPER THE DRUMMIN' BOY Written and ill. by Margaret Taylor
Ages 7-11 \$1.50



For complete details of these and all other Viking Junior Books send for your free copy of the new 1947-48 illustrated catalogue, if you are not already on our mailing lists.

MISS NICKORY By Carolyn Sherwin Bailey. Ill. by Ruth Gannett
Awarded the John Newbery Medal, 1947
Ages 8-12 \$2.50

THE QUIZ KIDS' BOOK Stories and poems the Quiz Kids like
Ages 9-12 \$2.50

THE TWENTY-ONE BALLOONS Written and ill. by William Pène du Bois
Prize winner, teen-age group, N. Y. Herald Tribune Children's Spring Book Festival.
All ages \$2.50

RUFIOUS REDTAIL By Helen Garrett. Ill. by Francis Lee Jaques
All ages \$2.50

THE INSECT WORLD By Hilda T. Harpster. Ill. by Zhanya Gay
Ages 12-15 \$3.00

THE GOLDEN FLASH By May McNeer. Ill. by Lynd Ward
Ages 12-13 \$3.00

THE GREAT HERITAGE By Katharine B. Shippen. Ill. by C. B. Falls
High School age \$3.50

RED TREASURE By Bernard Martin
High School age \$2.00

AT THAT TIME Written and ill. by Robert Lawson
\$2.50

WRITING FOR CHILDREN By Erick Berry and Herbert Best. Ill. by Erick Berry
\$1.50

THE VIKING PRESS • 18 East 48th Street • New York 17, N. Y.

News Notes

(Continued from page 148)

Berit, Inger and I had a very nice evening together some weeks ago. We had such a lot to talk about. Ending up with eating a box of Inger's American salted nuts late in the night, we agreed about having American evenings like that more often.

I have often regretted having told people over there that Norwegian teachers do not have to work as hard as the American teachers do. Since we returned both Inger and I really have beaten them, I think. We have been giving speeches and writing articles all the time—I hope with some results! Our last job was to talk over the radio for a quarter of an hour each. We were happy to get the opportunity. Inger talked about kindergartens of course, and the title of my speech was Schools for Children—Kindergartens. It went all right, and you can imagine how we ventilated our American views upon these matters. Mine had a good title because then I could stress the necessity of having kindergartens in connection with the schools.

I am astonished at how much my year in America really gave me. One feels this better afterwards than when in the middle of the events.

From Japan

Helen Heffernan, elementary school officer, Civil Information and Education Section, U. S. Military Government, Japan, writes that the Ministry of Education of Japan has added a staff member in the field of early childhood education. The appointee, Miss Kunugi, is a graduate of the National College of Education, Evanston, Illinois, an outstanding woman in Japan and completely bi-lingual. Miss Heffernan says:

In addition to the progress indicated by a specialist in early childhood education on the ministry staff, precedents have been broken by the appointment of a woman to a professional position in the ministry.

Miss Heffernan expects to terminate her contract with the War Department in November and will return to her work as supervisor of elementary education in the State Department of California. During her two years in Japan she has helped to develop a well-coordinated plan for the elementary school program.

From China

Ernest G. Osborne, associate professor of education, Teachers College, Columbia University, returned in July from almost a year's work in China. His assignment from United Service to China and the China Aid Council was to evaluate educational and recreational programs, to advise child care workers, and to report on financial and training needs.

In interviews since his return Mr. Osborne states that the lack of adequately trained workers is hampering the development of child care programs and that inflation has made mere existence a major problem for the teachers of China.

Margaret McMillan Memorial Fund

To meet the growing demands for nursery schools all over the country many more teachers must be trained. It is with this object in view that the Margaret McMillan Memorial Fund launched in London on June 30, is setting out to raise 250,000 pounds. This sum will be divided between the Rachael McMillan Training College at Deptford, The Bradford Community Centre Appeal, the Nursery School Association of Great Britain, and it will also help to found a new Margaret McMillan Training Centre in the North of England.

Margaret McMillan who died sixteen years ago was the founder of the open-air nursery school movement, a movement which today has entered into the life and well-being of the nation.

From Highland stock and with a strong personality, Margaret McMillan was a passionate fighter for social progress. In Bradford and in London's East End she propagated the idea that children must be made first healthy, then happy. By fiery determination she overcame indifference and obstruction, and established both a clinic and post-nursery camps where her ideas were practised triumphantly.

Franz Cizek

In the latest bulletin of the International Bureau of Education is found this tribute to Franz Cizek:

News has reached us of the death in Vienna of Professor Franz Cizek at the age of eighty-one years. Professor Cizek's name will long be remembered for his outstanding and revolutionary work in child art. He began his career as a secondary school teacher but he always regarded himself as an artist and a human being rather than a teacher. In the realm of art, he sought to draw out the creative impulses in every child and he had extraordinary success with his young pupils, but the official school authorities did not recognise his ideas. Opportunity to develop his work came when he was appointed to the staff of the Vienna School of Arts and Crafts.

Cizek's methods aroused much interest abroad, especially in North America. From time to time he received moral and material support from his admirers in other countries which enabled him to publish important works on child art. A born pioneer and genius, he devoted his whole life to the cause which he had at heart, and millions of children in many countries will have benefited directly or indirectly from his teaching.

International Bureau and UNESCO

In February 1947, the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education concluded an agreement providing for close cooperation between the two organizations in spheres of common interest.

One of the first measures taken by the Joint Committee has been to present in the premises of the Permanent Exhibition of Public Instruction, organized by the International Bureau of Education at the Quai Wilson, Geneva, the material which figured in the educational exhibition of UNESCO during its first general conference, held in Paris in November 1946. Thanks to this decision, the historic council room of the former League of Nations now houses one of the most interesting international educational manifestations which has ever been realized. Sixteen nations, belonging to five continents, are represented. By various visual means they show the public the present state of education in their country, the reforms undertaken since the war and the constant efforts being made to improve their educational systems and their teaching methods.

Charts and large photographs enable the visitor to have a good idea of the structure of the various teaching grades: pre-school, primary, secondary, vocational and university, adult education, special schools for handicapped children and the re-education of the demobilized. Plans and photographs of modern school buildings compete with charts showing the importance accorded to school radio and film programs, physical education, correspondence courses, out-of-school activities, libraries.

Dr. Kuo Yu-Shu, chief of the education section of UNESCO considers the educational exhibition as an example of collaboration between nations which should be extended and strengthened in all fields to ensure peace in the modern world and to establish security on solid bases.

Friends Service in France

During the past winter and spring, over 12,000 children and adolescents in food shortage areas of France have been receiving extra feeding through Quaker Service. Small stocks of food worth \$140,000 were distributed through French schools, university canteens, hospitals, tuberculosis sanatoria, children's homes, and summer camps. In Northern France approximately five thousand young people have benefitted from supplementary feeding.

Science AT SIX

AN EXCITING ADVENTURE

Science—the art of knowing—starts in the cradle and ends in the grave. The importance of scientific method to our culture dictates that children be introduced to this objective method of knowing at the earliest practicable age. First-hand observation and experiment introduce children to the scientific method as a way of finding out answers to questions. Science books should start with the world children know and their questions about it and work from there back to basic principles.

NOW TRY THIS: *Second Picture Science Book* by HERMAN and NINA SCHNEIDER

Through experiment the basic principles of friction, leverage and the inclined plane are discovered and some of their many applications suggested. (New this Fall) Age 7-11, \$1.50.

LET'S FIND OUT: *First Picture Science Book* by HERMAN and NINA SCHNEIDER

Air, heat, and weather. Age 6-9, \$1.50.

HOW BIG IS BIG? *From Stars to Atoms* by HERMAN and NINA SCHNEIDER

Comparative sizes simply demonstrated. Age 7-10, \$1.50.

ANYWHERE IN THE WORLD

by IRMA E. WEBBER

Plant and animal adaptation to environment.

Age 7-11, \$1.50.

TRAVELERS ALL

by IRMA E. WEBBER

Seed distribution pictured. Age 5-9, \$1.35.

UP ABOVE AND DOWN BELOW

by IRMA E. WEBBER

About roots that feed the plant. 4-8, \$1.35.

ANIMAL HIDE AND SEEK

by DAHLOV IPCAR

Introduction to animal camouflage. 3-7, \$1.50.

ORDER ON 30-DAY APPROVAL

To receive a school discount please give the name of your school when ordering. For additional information about these and other Young Scott Books write Dept. C for our Fall, 1947 catalog.

WILLIAM R. SCOTT, Inc.

513 Avenue of the Americas, New York

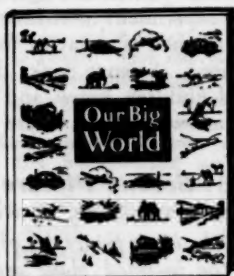
A Post-war Geography Program

MAN IN HIS WORLD

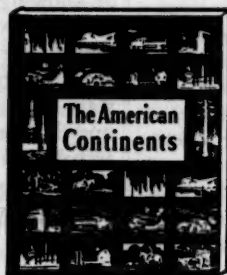
Essential Elementary Geography

by

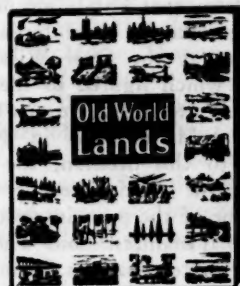
HARLAN BARROWS • EDITH PARKER • CLARENCE SORENSEN



Our Big World
for grade 4



The American Continents
for grade 5



Old World Lands
for grade 6

SILVER BURDETT COMPANY

45 East 17th St.
NEW YORK 3

221 East 20th St.
CHICAGO 16

709 Mission St.
SAN FRANCISCO 3

707 Browder St.
DALLAS 1



FOX BLOCK

Patented

Educational Building
Blocks

for

Schools—Churches
Homes

We also manufacture

Solid Floor Block

Hollow Block

Building Block

Special Blocks to Order

Made of special light weight hardwood

Buils . . .	Houses . . .	Climbing Towers . . .	Churches
Bridges . . .	Ships . . .	Boats . . .	Stores . . .
Tables . . .	Benches . . .	Beds . . .	Yards
		Wagons . . .	Airplanes

No nails, bolts, or rods . . . Simple interlocking corners.

FOX BLOCKS CO., 919 So. Burlington Ave.,

Los Angeles 6, Cal.

Also Manuf. of Playground Equipment

